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ABSTRACT

Developed by a committee of vocational education teachers, the activities in this guide are intended to help instructors to teach students the attitudes, characteristics, and knowledge that will enable them to use their vocational education skills in the most effective way. They also are designed to help students overcome sex stereotypes and form a more positive attitude toward the abilities of both sexes. Five themes are developed throughout the activities: exploration of career opportunities; "habitudes" (those attitudes that are critical for successful employment); human relations; leadership (goal setting, self development, and self concept); and career (knowledge of where to look for job openings, how to write a resume, how to complete an application, how to succeed in a job interview, and how a union works). Activities to support these themes are provided in the areas of general vocational courses, agriculture, business and distributive education, consumer and homemaking, health occupations, industrial arts, and trades. The trades area is further subdivided into activities for air conditioning/climate control, automotive, commercial art and printing, construction and maintenance, cosmetology, drafting, electrical-electronics, and metal working courses. Besides the learning activities, the guide includes fact sheets and student surveys for the five theme areas, resources for vocational equity, a bibliography, and a form for teacher feedback to the committee. Activities are indexed by theme areas and by titles. (KC)

ED232028

MOVE ON TOGETHER:

CLASSROOM ACTIVITIES FOR VOCATIONAL EDUCATION

Developed by:
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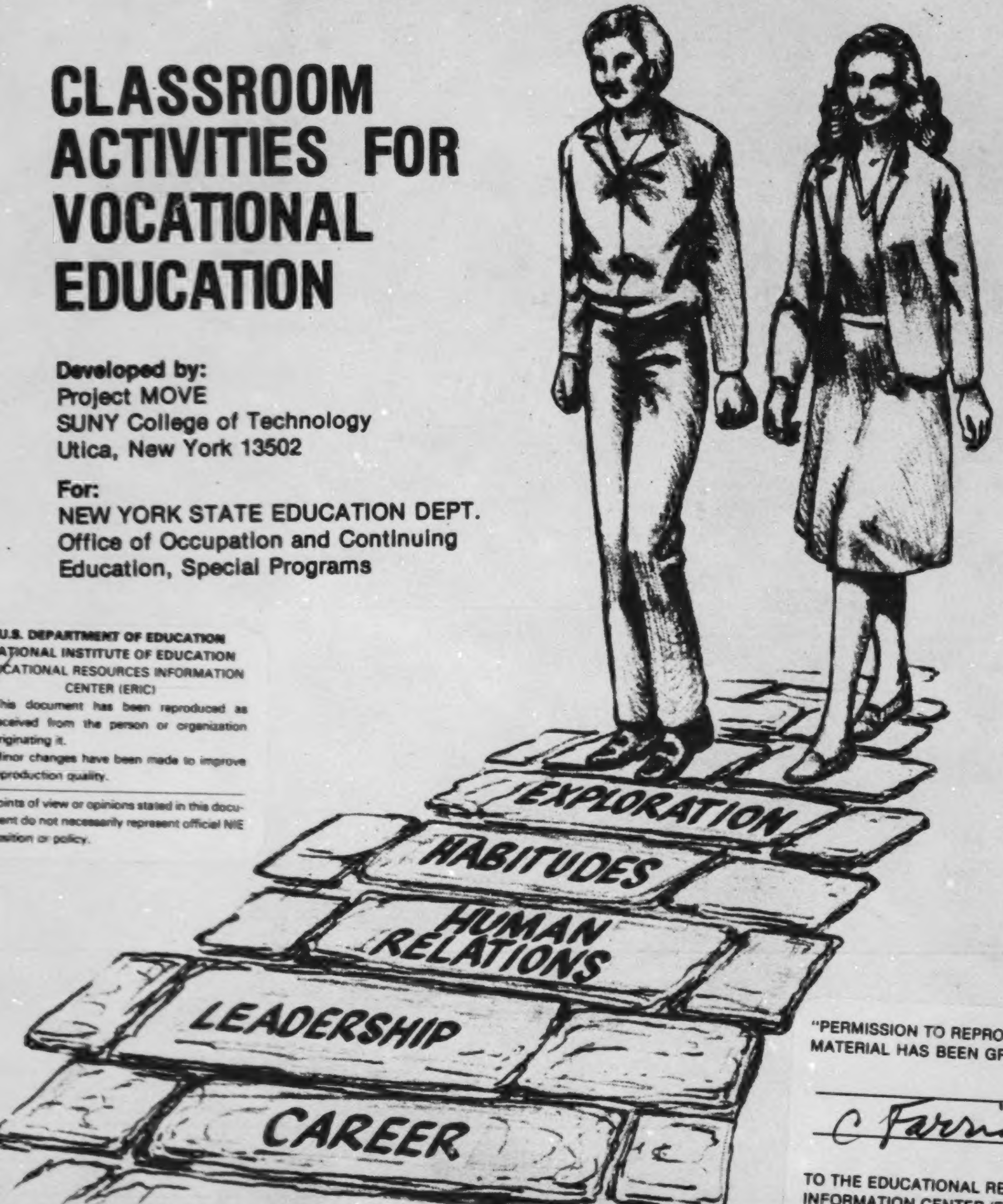
For:
NEW YORK STATE EDUCATION DEPT.
Office of Occupation and Continuing Education, Special Programs



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* *The TRADES area is subdivided as vocational teachers in these areas have special concern for non-traditional students and difficulty in finding appropriate materials.*

PURPOSE

The following is the rationale used by the committee of vocational teachers to develop this Teaching Activity Handbook and the framework in which its activities are presented.

Vocational education plays a major role in preparing youth for assuming work and other responsibilities in society. All too frequently, people think of vocational education as the development of only manipulative or and mental skills: learning how to bake bread, how to solder, how to use a circular saw, or learning the elements of drafting and design. Vocational manipulative and mental skills in and by themselves, however, are not sufficient for effective performance in a complex and changing world of work. The attitudes, characteristics and knowledge that enable people to use their vocational education skills in the most effective way are equally as important and are a complementary component of vocational skills training. (The FACT SHEETS included in this publication document the importance of these factors.)

Vocational education contributes to a school's career education program and to the development of positive work characteristics, effective leadership, responsible citizenship, the ability to work effectively with others, and the skills necessary for finding a job. These are educational outcomes which can have as great an impact on a youth's chances of success as the development of manipulative and mental job skills. Without these tools, individuals are less likely to be flexible in an everchanging work force and society, and cannot realize their full potential as contributing members of that society.

Along with the development of the attitudes, characteristics and knowledge that complement vocational skills, students must also be prepared to work and interact with people of diverse cultural backgrounds and with both males and females. Both sexes should be portrayed positively in the curriculum and learning environment. If students, whether female or male, perceive only the opposite sex in the curriculum and classroom learning situations, they can feel alienated and may question their own worth and capabilities. Students who constantly see only their own sex exclusively portrayed in the teaching-learning situation can develop a distorted sense of superiority.

Very subtly, these perceptions of alienation or superiority in respect to sex can develop and reinforce the idea of "only we can do it" or "only they can do it." This can lead to patronizing and depreciating the other sex. Rather than preparing student for the real world where more frequently men and women work productively together, continued attention to and representation of only one sex reinforces sexist attitudes and places limits on both sexes. (Examples of how sexist attitudes continue to exist are documented by the FACT SHEETS in this publication.)

Upon this basis, the committee identified five areas which they believe vocational teachers should emphasize as part of the curriculum and where, at the same time, they can help students overcome their sex stereotyped expectations and attitudes. These five areas are:

CAREER
LEADERSHIP
HUMAN RELATIONS
HABITUDES
EXPLORATION

The **EXPLORATION** topic involves using the subject matter area to help all students to become aware of career opportunities by exploring non-traditional and emerging, as well as traditional, careers; and to become oriented in a career field. Vocational subject matter areas have the reality-based curriculum and resources to do this effectively. Using vocational education for this purpose, career exploration, can help youth have expanded and more realistic expectations for their future roles in the work force whether in traditional or in non-traditional jobs. In this way students are provided a positive image of the vocational occupations for both females and males.

HABITUDES are those habits, attitudes, and attributes which are critical for successful employment. Without them, people are not as productive, are seldom promoted up the career ladder and, all too frequently, lose their jobs. Studies of successful workers, and of the characteristics employers deem desireable for employees, continually find that positive attitudes and practices concerning safety, dependability, responsibility, appearance, and motivation are keys to successful employment. Encouraging students to acquire these characteristics while they are learning vocational skills increases the students' employment potential and rate of success, regardless of their sex.

HUMAN RELATIONS, the ability to get along with people, includes the ability to successfully communicate with others, to be cooperative, and to deal in a positive way with conflict, crisis and change. These skills, essential in all areas of one's life, contribute to personal satisfaction, to the enjoyment of work, to the realization of personal and job goals, and to productivity. Employers want employees who can communicate and get along with co-workers, the public and supervisors. With fewer and fewer jobs being done solely by one sex, students need to be prepared to work with both men and women. Sexist expectations and attitudes limit the ability to get along with other people which, in turn, limits a person's chance for success in the new changing labor market.

The **LEADERSHIP** area builds on human relations and includes factors associated with goal setting, self development and self-concept. The desire to be of service to others, to demonstrate responsible citizenship, and to participate in and to contribute to school and community activities are also part of leadership. The development of leadership through vocational education helps prepare students to function effectively in various roles, increases their opportunities and sense of self-worth, and also contributes to a positive image of the occupation. Both females and males need to develop leadership characteristics if they are to function in and contribute to a changing society.

CAREER, the goal area, includes knowledge of where to look for job openings, how to write a resume, how to complete an application, how to succeed in a job interview, what the right-to-work laws entail, as well as where to find information about apprenticeships, unions, salaries, benefits, job requirements and opportunities for advancement. No matter how well-prepared a person may be for a job, the possibility of finding and obtaining a job will be limited without this knowledge. Reduced job satisfaction and even lack of employment for females and males can result. In the past, traditional or sex stereotyped expectations have persistently limited females in obtaining this kind of information. Yet nine out of ten high school women can expect to be in the labor force for a major portion of their adult lives. Since both females and males have typically had low or minimal expectation of females' being employed, such information is critical for their functioning effectively in the work force.

GUIDE FOR USING ACTIVITIES

The activities in this handbook were developed, used and critiqued by vocational teachers to maximize their usability and effectiveness in the classroom. Although most were designed for a specific subject area, nearly all are easily adapted to other subject areas. Take the word "Metalworker" from FIRST DAY ON THE Job (p. 153), for instance, and make similar word changes on the accompanying worksheet, and you have an activity suitable for almost any vocational classroom. Steps one through three of this activity are complete as a good brief general activity without the worksheet.

To further expand on this handbook, consider applying the activities to a variety of circumstances. Use the activities:

-as part of a regular lesson or course unit (career education, safety).
-for a shortened or interrupted class period (picture day or guidance time).
-over a period of time as a special class or community service project.
-with student organizations.
-as an alternate class format by having students direct and implement activities.
-as grade "boosters."
-as make-up assignments.
-as lesson plans for substitute teachers.
-in combination with another class that is all one sex (if yours is all the opposite sex). Example: an Agriculture Business class could easily combine with a Consumer & Homemaking class to do the CONSUMER COMPLAINT BUREAU activity. (p. 49)
-to share with other secondary or elementary school colleagues who are or should be concerned with these theme areas and sex equity. For example, WHAT IS A UNION? (p. 121) might be shared with social studies colleagues.

Use your own creativity to expand this list.

Information provided by the FACT SHEETS (pp. 12-16) in this publication support the need for all educators to attend to sex equity in their teaching. Continue to demonstrate your belief in equity through sex-fair teaching behaviors by:

- Examining the model your provide for encouraging the elimination of sex stereotyped behaviors.
- Creating a classroom climate that encourages student to examine sex stereotyped assumptions, attitudes and expectations.
- Focusing on human liberation rather than on the liberation of one sex.

USE OF STUDENT SURVEYS

Surveys are provided for each of the five theme areas which the activities in this handbook focus upon. These were developed with the assistance of the teaching activity handbook committee and other vocational teachers. Although the surveys do not attempt to provide exact measures of student learning, the committee felt that they could be used in several ways for planning and improving instruction.

USE AT THE BEGINNING OF A COURSE:

Responses to one or more of the surveys can provide an indication of students' awareness of the topics at the beginning of a course. Students would need to be instructed to use an introductory phrase or stem different from the one, "Because of this course," which is a part of each survey. The phrase, "Before I take this course," could be used.

USE FOR INCREASING STUDENT AWARENESS OF TOPICS:

Having students respond to one or more of the surveys can serve as one means of increasing their learning readiness and their awareness of the importance of the topics. Responding can increase their attention to the topics when included in course content.

USE AS A GUIDE FOR PLANNING FURTHER INSTRUCTION:

Students responding to one or more of the surveys during the course can provide information for planning instruction for the remainder of the course. Their responses could help determine the effectivenss of the teaching activities, which topics need continued attention, and what topics students feel they understand.

USE AS AN INDICATOR OF INSTRUCTIONAL RESULTS:

Student responses to specific surveys and survey items can be used as an indication of the effectiveness of the instruction and learning activities. Results could be used in planning the inclusion of the topics in future courses and lessons.

WHAT I HAVE LEARNED IN THIS COURSE ABOUT CAREERS

You are being asked to complete this survey to help your teacher plan this and future courses. DO NOT write your name on the survey. Circle either YES or NO for an answer for each item.

BECAUSE OF THIS COURSE:

1. I now know about jobs and careers I didn't know about before. YES NO
2. I have learned about new job and career opportunities that will be available in the future. YES NO
3. I have learned what a "Career Ladder" is. YES NO
4. I know about the opportunities for career advancement for the jobs I may be interested in. YES NO
5. I have learned that both males and females can work in these jobs. YES NO
6. I have a better idea of what kind of job or career I would like. YES NO
7. I know where I can go to get more information about jobs and careers. YES NO
8. I am aware of the preparation necessary to enter jobs or careers. YES NO
9. I am more excited about jobs that I have learned about. YES NO
10. I have talked to people outside of class about different kinds of jobs and careers. YES NO

WHAT I HAVE LEARNED IN THIS COURSE
ABOUT
WORK ATTITUDES AND SAFETY

You are being asked to complete this survey to help your teacher plan this and future courses. DO NOT write your name on the survey. Circle either YES or NO for an answer for each item.

BECAUSE OF THIS COURSE:

1. I understand why safety on the job is important. YES NO
2. I want to use tools and equipment in a safe way. YES NO
3. I realize the importance of safe work habits. YES NO
4. I want to work with people who follow safety rules. YES NO
5. I know why people should be on time for work. YES NO
6. I have learned why it is important to try and do my best on a job. YES NO
7. I want to be dressed in the right way for a job. YES NO
8. I understand why people need to follow directions when doing a job. YES NO
9. I want to do a good job for the person who hires me. YES NO
10. I know how I should act if I want to keep a job. YES NO

WHAT I HAVE LEARNED IN THIS COURSE
ABOUT
HUMAN RELATIONS

You are being asked to complete this survey to help your teacher plan this and future courses. DO NOT write your name on the survey. Circle either YES or NO for an answer for each item.

BECAUSE OF THIS COURSE:

1. I feel I get along with other people even better than I did before the class. YES NO

2. I can work with both males and females in doing a job. YES NO

3. I know that it is important to be able to get along with the people I work with. YES NO

4. I want to be able to work well with lots of different people. YES NO

5. I understand what things I might do which would upset other people and cause problems in a job. YES NO

6. I am learning how to explain certain things to other people I might be working with. YES NO

7. I feel what a person can do is more important than the person's sex. YES NO

8. I have a better idea of how to act on the job when someone else upsets me. YES NO

9. I realize that my appearance may affect the way people react to me. YES NO

WHAT I HAVE LEARNED IN THIS COURSE ABOUT LEADERSHIP

You are being asked to complete this survey to help your teacher plan this and future courses. DO NOT write your name on the survey. Circle either YES or NO for an answer for each item.

BECAUSE OF THIS COURSE:

1. I have practiced talking to a group of people. YES NO
2. I have used class information to help someone else. YES NO
3. I have done things for others that make me feel good about myself. YES NO
4. I have helped others understand why this course is important. YES NO
5. I have talked to others about why this career field is important. YES NO
6. I have become more involved in other activities in the school. YES NO
7. Other students know that I can help them in doing certain things. YES NO
8. Other students have asked me to work with them on school projects and activities. YES NO
9. I have stood up in front of a group to speak to them. YES NO
10. I have helped a group, such as a club or committee, plan and carry out a project. YES NO

WHAT I HAVE LEARNED IN THIS COURSE ABOUT OBTAINING MY CAREER JOB

You are being asked to complete this survey to help your teacher plan this and future courses. DO NOT write your name on the survey. Circle either YES or NO for an answer for each item.

BECAUSE OF THIS COURSE:

1. I know what is included in a resume. YES NO
2. I have learned how to or have practiced writing a resume. YES NO
3. I know why I need to have a resume. YES NO
4. I know the kinds of things that are asked for on a job application. YES NO
5. I know what is discriminatory and does not have to be answered on a job application. YES NO
6. I feel I can correctly fill out a job application. YES NO
7. I know at least three places where I can find out about job openings. YES NO
8. I understand what I need to be able to do to be hired for certain jobs. YES NO
9. I know what kinds of jobs I'm qualified for. YES NO
10. I know about what the salary is for the kinds of jobs I might be hired for. YES NO
11. I know what is meant by the benefits that a person can receive when they get a job. YES NO
12. I can name at least three different benefits I would like to have as part of a job. YES NO
13. I know some questions I will be asked when I am interviewed for a job. YES NO
14. I know what questions are discriminatory and do not have to be answered in an interview. YES NO
15. I have practiced answering the questions I would be asked when being interviewed. YES NO

(Concluded on following page.)

16. I know some questions I would want to ask when being interviewed. YES NO

17. I understand why both men and women have a right to be hired for jobs which they can do. YES NO

18. I know why men and women are to be paid the same salaries for the same work. YES NO

Key Words

EXPLORATION:	to become aware of career opportunities in non-traditional and emerging as well as traditional areas; to become oriented to a career field.
HABITUDES:	those characteristics or habits, attitudes and attributes which are critical for successful employment, for instance, safety awareness.
HUMAN RELATIONS:	getting along with people, successfully communicating, being cooperative; and dealing in a positive way with controversy, conflict and change.
LEADERSHIP:	goal setting, self-development, being of service to others by participating in and contributing to school and community activities, being a responsible citizen.
CAREER:	employment, finding a job, becoming a professional which includes resumes, job applications, apprenticeships, unions, job interviews and job benefits.

ANDROGYNOUS:	rather than being restricted to sex stereotyped characteristics, developing desirable characteristics of both males and females for work and family roles.
BARRIERS:	the subtle as well as obvious ways in which sex role stereotyped expectations are reinforced, thus limiting or restricting people's options and choices.
CAREER LADDER:	the steps or successive jobs for advancing in a particular career. Example: sales clerk, sales manager, buyer.
SEX DISCRIMINATION:	any action which denies opportunities to a person or group because of their sex.
SEX ROLE STEREOTYPING:	believing that females and males should act in ways very different from one another.
SEX BIAS:	behavior resulting from the belief that one sex is better than the other.
SEXISM:	treating people unfairly because of their sex.
SEX EQUITY:	being fair to all people regardless of their sex.
NON-TRADITIONAL OCCUPATION:	a person of one sex having a job or performing a task formerly done only by a person of the other sex. Examples: women who are machinists, heavy equipment operators; men who are cosmetologists, nurses.
ROLES:	the way we act in different situations because that is the way we are expected to act. Example: a 12-year-old boy may have the roles of student, brother, son, paperboy, class officer, club member, nephew.
ROLE MODEL:	a person who is functioning effectively in a family or occupational role.
NON-TRADITIONAL ROLE MODEL:	a person who is effectively carrying out family and/or occupational responsibilities traditionally done by a person of the opposite sex.
EXPANDED ROLES:	acting in a greater variety of ways than is usually expected of a person of that sex. Example: a male nurse pursues a career and cleans his home; a female pursues a career and repairs her car.
PEER PRESSURE:	the influence of group members on other group members to act the same way and to believe the same things.

FACT SHEET:

CAREER EXPLORATION AND SEX STEREOTYPING

- Vocational education should include career exploration as a means of helping young people consider the full range of their choices and opportunities and assess their interests and abilities. It provides a major system for career education programs, but a system that needs to keep options open for both males and females. Unfortunately, studies have shown that the majority of career education materials perpetuate sex stereotyping in the world of work. (8, 10, 14, 19, 21, 25, 40)
- 1982 statistics indicate that, of the 20 occupational areas most expected to expand from 1980 through 1990, 11 have traditionally employed women, 4 have employed both males and females, and 5 have traditionally employed men. Most women are employed in only 20 of the 441 occupations listed in the Census Occupational Clarification System. Both males and females need to explore non-traditional as well as traditional careers, so there will be an adequate number of people prepared for future job opportunities. (3, 4, 7, 31, 35, 37, 38)
- In 1980 60% of all women and 88% of all men aged 18 to 64 were in the labor force; 51% of the women workers were married, worked full-time and had two children. Almost one-half of the mothers of pre-schoolers were in the labor force.
- Out of every 10 women on the average:
  -One will be widowed by the age of 55 and will need to work for wages.
  -Three will be divorced or separated and will need to work for wages.
  -One will not marry and will be financially responsible for herself.
  -Four will be married but will also be in the labor force.
  -One has an 80% chance of being a full-time homemaker who is totally supported by her husband and will not need to work for wages.
  (3, 20, 21, 25, 36, 37)
- Career goals, career expectations and commitment to work are related to a successful transition from school to employment. Although 9 out of 10 adolescent females can expect to spend 25 or more years working, traditional role expectations for a female becoming a full-time homemaker, and a male being the sole provider for a family, persist. (12, 16, 25, 32, 37)
- Even though the number of women in the work force has increased tremendously, the majority of both males and females still work in sex-segregated jobs. Estimates for the 1980's project that women will constitute two-thirds of the increase in the labor force. For maximum productivity and growth, the labor market must be able to utilize all human resources and not be limited to selection based upon sex. (4, 8, 21, 37, 40)
- Some additional reasons why career awareness and career expectations need to be dealt with as part of vocational education for both males and females are:
  -The wife's earnings frequently raise a family above poverty.
  -9 out of 10 single parent families are headed by a woman.
  -Research demonstrates that males' and females' stereotypes limit their knowledge of and plans for the world of work. (3, 14, 21, 37, 40)

Note: The numbers given after each section of information refer to the items listed in the BIBLIOGRAPHY provided on pages 165-166.

FACT SHEET:
WORK HABITUDES AND SEX STEREOTYPING

- Surveys of employers concerning criteria used for selection, retention and promotion of employees found good work habits and attitudes rated as very important. Attendence, punctuality, concern for safety, neatness, motivation, initiative, acceptance of direction, volunteering for extra work, being trustworthy and responsible are examples of habitudes considered almost, if not as important as, job skills and experience. (1, 5, 11, 17, 18, 23, 30)

- Employers who were overwhelmingly satisfied with the vocational training of employees rated employee as average or above average in the following areas:
    - Quality and quantity of work
    - Willingness to accept responsibility
    - The ability to work without supervision
    - Willingness to accept directions and improve
    - Work attendance and punctuality
    - Safety habits
    - Other work habits and attitudes.

  Employees who were not satisfied indicated that these former students were either deficient in good work habits and attitudes or had undesirable ones. (1, 5, 12, 29, 42)

- Because work habitudes are a major concern of employers, teaching good work habits and attitudes as part of vocational education increases student opportunities for obtaining and holding a job. Because these habitudes, unlike some job skills, are transferable to any work situation, there is greater potential for success in a new career area, should a person change jobs. (11, 22, 23, 29)

- A major concern of employers is employee productivity. Studies indicate that 35% of an employee's time is unproductive due to vacations, sickness and socializing. Stereotypes result in the myth that females are absent from work due to illness more often than men, but 1978 statistics found that both men and women were absent due to illness an average of 5.1 days per year. Stereotypes also portray female workers as socializing more than males, but studies have found no difference for similar kinds of jobs. (2, 5, 13, 21, 22, 39, 42)

- Sex stereotyped ideas about male and female characteristics can result in negative or positive perceptions of people's work habitudes. Males are stereotyped as not being as neat, as trustworthy or as willing to accept directions as females. Females are stereotyped as not wanting to get dirty and not as capable of performing a job as safely or as efficiently as males. These plus many other sex stereotyped ideas can limit students' expectations for themselves and teachers' expectations for students. (14, 16, 25, 32, 34)

Note: The numbers given after each section of information refer to the items listed in the BIBLIOGRAPHY provided on pages 165-166.

FACT SHEET:

HUMAN RELATIONS AND SEX STEREOTYPING

- Employers rate human relations skills of employees (the ability to work effectively with co-workers) among some of the most important characteristics and frequently consider them more important than previous work experience. Employers feel that these human relations skills should be learned in the classroom. Sex stereotyped attitudes and expectations for members of one's own sex and the other sex have been shown to cause problems in communicating and working effectively with others. (1, 14, 18, 29, 30, 33, 34)

- Job satisfaction is closely related to the satisfaction of a person's need to be with, accepted by, liked, or respected by others. For many people, the work situation helps to fulfill a sense of belonging. Lack of human relations skills of employees can result in dissatisfaction with a job. (1, 11, 27)

- The following findings about sex stereotyping have negative implications for human relations between men and women as well as between people of the same sex:
  -Males are encouraged to be competetive, aggressive, independent and overconfident, while females are discouraged from exhibiting theses characteristics.
  -It is acceptable for females to express fear, anxiety, affection, helplessness, tenderness and concern, but usually not acceptable for males to show these characteristics.
  -Males generally experience more pressure to conform to sex stereotyped characteristics and experience this at an earlier age than do females.
  -Young men who score high in sex stereotyped behaviors and attitudes tend to score high on measures of anxiety.
  -It appears easier for females to unlearn sex stereotypical behaviors than for males. (14, 21, 24, 32, 33)

- Various studies have found that both men and women express satisfaction when working for a woman. Females, however, are more apt than males to believe that men do not want to or would not like working for a woman. This perception females have is closely tied to their sex stereotyped ideas of how males perceive females. (6, 14, 16, 24, 32, 33)

- Approximately 4 out of 10 marriages now end in divorce. The teenage divorce rate is even greater, with as many as 9 out of 10 ending in divorce. 1980 was the first year in over 15 years that there wasn't an increase in the divorce rate. On the average, man and women are entering marriage at a later age. (5, 18, 30, 31, 37, 42)

% SINGLE, AGES 20-24

1976		1960	
Male	Female	Male	Female
60	42	53	28

- People who maintain traditional sex role expectations for themselves and members of the other sex can experience more dissonance and conflict with expanding family, marital, and work roles. People who believe both males and females can carry out the various activities and responsibilities necessary for family and work roles are more flexible and adapt to change with less conflict and self-doubt. (14, 32, 33, 34)

Note: The numbers given after each section of information refer to the items listed in the BIBLIOGRAPHY provided on pages 165-166.

FACT SHEET:

LEADERSHIP AND SEX STEREOTYPING

- Vocational educators recognize the importance of developing student leadership skills and use organizations such as FFA, FHA-HERO, VICA, FBLA, DECA, HOSA and AIASA to help implement this goal. The concept of leadership used in these materials is one that includes responsible citizenship and being of service to others. Development of these student skills reinforces the habitudes and human relations skills students need to be successsful in their work and family roles. (8, 15, 16, 29)

- This concept of leadership differs from the concept of leader. Leadership involves influencing others, while the concept of leader is of a person who has been delegated authority. Almost everyone can, and usually does influence others even though there may be no desire to obtain the delegated authority of being a leader. A critical question, then, for developing leadership is: "In what ways should people influence others?" (9, 15, 28)

- Because males rather than females have most often been appointed or selected as leaders, male sex stereotyped characteristics as aggressiveness, physical strength, agility and power, forcefulness, competitiveness, independence, and lack of expression of fear and emotion have been commonly accepted as leadership characteristics. During the last few decades, studies analyzing effective leadership have found that it involves the use of such socially oriented skills as:

    - Helping to bring about compromise and harmony
    - Encouraging others to participate
    - Helping overcome group problems

  plus task-oriented skills as:

    - Setting goals
    - Giving information, opinions and direction
    - Evaluating performances of others
    - Setting standards for performance

  Sex stereotyping in our society has facilitated the development of task oriented skills in males and socially-oriented skills in females which limits the full development of leadership skills in both males and females. (9, 14, 15, 26, 28)

- Research with male and female students found sex-stereotyped expectations and behaviors of students and teachers in carrying out leadership activities relative to qualities of leadership were apparent. Some of the behaviors observed included the expectation for males to be more competent, for them to assume leadership roles, and for females to be more socially oriented and not assume leadership roles. (26. 32, 33, 34)

- To enable students to develop the skills needed for effective leadership, males need to develop socially oriented skills, and females need to develop task-oriented skills. By developing the full range of leadership skills, students will increasingly perceive themselves as capable of influencing their future. Studies have shown that those who perceive this generally experience greater success in employment and their careers. (5, 9, 12, 15, 24, 42)

Note: The numbers given after each section of information refer to the items listed in the BIBLIOGRAPHY provided on pages 165-166.

FACT SHEET:

PURSUING A CAREER AND SEX STEREOTYPING

- With the continuous changes in the labor force and the number of job changes by individuals, job-seeking skills (finding out about potential employment opportunities, completing job applications, writing resumes, and interview skills) become even more critical for obtaining employment. Studies have found that teaching job-seeking skills can be a cost-effective method for reducing unemployment and job mismatches among youth. (8, 17, 20, 21, 23, 29, 41)

- The average American will change jobs about 15 times and will change careers 4 to 7 times in a lifetime. Half of all current jobs are not expected to exist 10 to 15 years from now. Job-seeking skills are necessary for job and career changes. Students who learn these skills will use them on the average of 20 times during their years of employment. Because females are more apt to have their employment interrupted and to work in part-time jobs due to child-bearingg, it is even more critical they acquire these skills. (35, 37, 38)

- Job satisfaction is closely associated with the prestige and promotional opportunities of employment. Job-seeking skills increase the capability of finding work which will provide the individual with the prestige and promotional opportunities they desire. Because females frequently have sex-stereotyped expectations of not being a permanent part of the the labor force and of being supported by males, they especially need to understand the importance of using job-seeking skills for the purpose of determining the promotional opportunities of a job. Job seeking skills can help people from finding themselves in low-paying, deadend jobs. (14, 17, 21, 23)

- Because job-seeking skills are critical to identifying and obtaining employment, students who learn these skills increase their options for employemnt. These skills can help provide self-confidence and an edge over others in seeking and obtaining employment, in seeking different employment when dissatisfied with a job, and in changing careers. (5, 11, 12, 17)

- Studies have shown that specific vocational skills in and by themselves do not necessarily result in employment and that over 90% of job seekers have not had training in how to find jobs. Job-seeking skills are critical for locating and obtaining employment and will continue to increase in importance as new careers emerge and people increasingly change jobs. (1, 17, 20, 35, 41)

Note: The numbers given after each section of information refer to the items listed in the BIBLIOGRAPHY provided on pages 165-166.

General

These activities are considered to be appropriate for any vocational education classroom. Additional activities which are generalized or easily adapted to any subject area appear on the following pages.

Activity	Emphasis	Page
GETTING THE WORD OUT	Exploration	[illegible]
ORGANIZE FOR SAFETY	Information	[illegible]
Planning for Safety Chart — Handout		[illegible]
WHAT DO YOU SEE?	Human Relations	[illegible]
What Do You See? — Worksheet		[illegible]
YOU AS AN INDIVIDUAL	Human Relations	[illegible]
Rating Chart — Worksheet		26
ADVERTISING VOCATIONAL COURSES	Leadership	27
ENTERING AN APPRENTICESHIP	Career	29
Apprenticeable Trades in New York State — Handout		30

OTHER EASILY GENERALIZED OR ADAPTED ACTIVITIES

TOPIC	ACTIVITY TITLE	PAGE
EXPLORATION	Communicating Careers	[illegible]
	[illegible]	[illegible]
	[illegible]	[illegible]
	[illegible]	[illegible]
HABITUDES	Job Responsibilities	45
	Being a Winner, Not a Loser	57
	Dress for Safety	79
	Hazard Hunt	99
	[illegible] Could Cost You	107
	[illegible]	[illegible]
[illegible]	[illegible] Role Playing	[illegible]
	[illegible] or Messenger?	[illegible]
	[illegible] the Job	[illegible]
	[illegible] to Work for	[illegible]
	See No Sex Bias, Think No Sex Bias	[illegible]
	Customer Relations	127
	Getting Ahead on the Job	137
	[illegible] on the Job	[illegible]
LEADERSHIP	[illegible] Agriculture	[illegible]
	[illegible] Complaint Bureau	[illegible]
	[illegible]	[illegible]
	So You Want to Be President	83
CAREERS	Business Benefits	51
	The First Appearance May Be the Last	63
	Health – A Caring Career	73
	The Mechanics of the Job Application	95
	Developing a Resume	103
	What Is a Union?	121
	Know Your Rights	131
	Where Is Drafting Done?	139
	Entry Into Apprenticeship	147
	Getting Into a Union	155

Getting the Word Out

PURPOSE:

This is a long term project to have vocational education students:

1. Reach junior high and elementary school students with information about the vocational courses (especially non-traditional ones) available to them.
2. Promote a positive image of vocational education.
3. Encourage future enrollment in vocational courses, especially in non-traditional areas.
4. Develop leadership and communications skills as well as pride in their future career.

PREPARATION:

Visual materials promoting vocational, and especially non-traditional vocational, opportunities. Possible resources to use or develop include videotape, slides, posters, super 8 movie film, or public service announcements through a local tv station.

PROCEDURE:

STUDENTS SHOULD PERFORM AS MANY OF THE FOLLOWING STEPS AS POSSIBLE.

1. With the aid of the school district resource people, develop a presentation for junior high and elementary school students which will show some of the skills learned in a vocational program. The key is to use the senior high school vocational students as role models, being sure to include non-traditional role models. Record the program through some visual means (as listed in Preparation above.)

2. Arrange for this program to be presented to junior high and elementary school students in classrooms, assemblies, or at parent-teacher organization meetings.

3. Arrange to have the presentation of these programs publicized in school and community newspapers, on radio and tv, etc. both before and after the event.

4. Discussion questions:
   a. Why should junior high and elementary school students have information about vocational courses, and especially about non-traditional ones?
   b. Why should the parents of these students have such course information when their children have not yet made career choices?

Organize for Safety

PURPOSE:

Students will:
1. Give detail to a plan under given topics for putting safety procedures into practice and encouraging safety awareness.
2. Design a PLANNING FOR SAFETY chart.
3. Use the chart to encourage good safety practices.

PREPARATION:

-PLANNING FOR SAFETY handout (on following page) duplicated.
-Materials for making class chart (see Procedure # 7).

PROCEDURE:

1. Review with students why safety is important in this classroom or shop.

2. Pass out PLANNING FOR SAFETY charts to students. Discuss what safety rules or procedures might be included under the headings on this chart. This should be an overview only.
   Example: PROGRAM OBJECTIVES
   a. Prevent injuries.
   b. Protect equipment.
   c. Save shop time.
   d. Prevent waste of materials.

3. Tell the students that the class will be drafting its own PLANNING FOR SAFETY chart for their work area. Write the numbers of the steps or blocks that will be included in their chart on the chalkboard. (Some blocks may not be applicable to all classes.) Have individuals volunteer to assume responsibility for drafting a block or assign blocks to pairs or small groups.

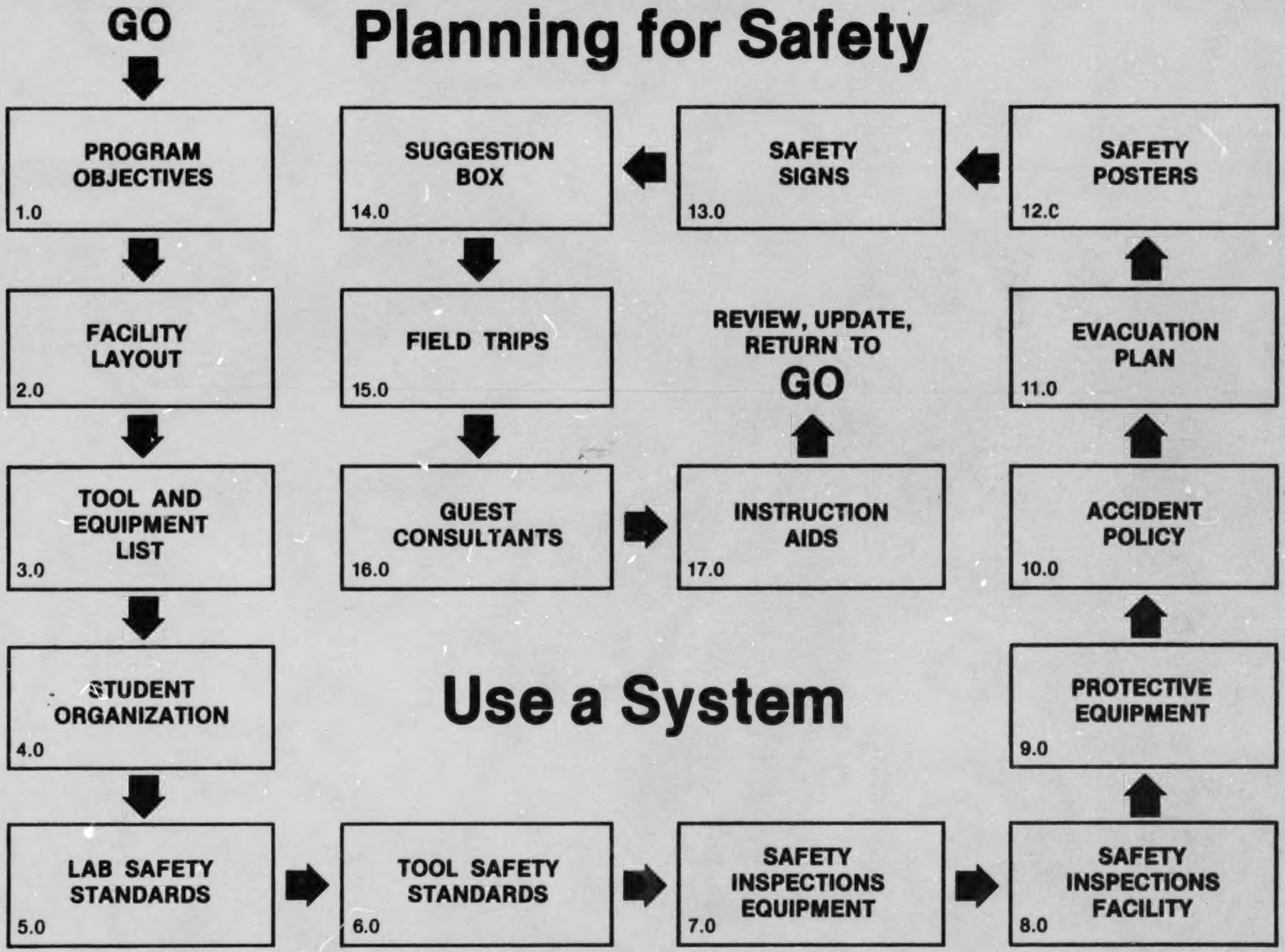
4. Discuss with the class the importance of using bias-free language in this project. (See KEY WORDS, p. 11.) Students should also be encouraged to include non-traditional people in any pictures used to illustrate the blocks. Example: a woman police officer holding up safety signs.

5. Check the progress of each student or team as they are working on the draft of their block for:
   a. How well they have filled in the information and procedures under their heading.
   b. The quality of the layout, proper dimensions, etc.
   c. The use of bias-free language.
   d. The inclusion of both men and women in any illustrations.

6. Once drafts are completed, have each block presented to the entire class for additional input and disucssion of how the steps might be accomplished.

7. Assemble completed blocks as a gigantic PLANNING FOR SAFETY chart. The blocks might also be duplicated to have a chart in booklet form.

Planning for Safety



GO

PROGRAM OBJECTIVES 1.0

FACILITY LAYOUT 2.0

TOOL AND EQUIPMENT LIST 3.0

STUDENT ORGANIZATION 4.0

LAB SAFETY STANDARDS 5.0

TOOL SAFETY STANDARDS 6.0

SAFETY INSPECTIONS EQUIPMENT 7.0

SAFETY INSPECTIONS FACILITY 8.0

PROTECTIVE EQUIPMENT 9.0

ACCIDENT POLICY 10.0

EVACUATION PLAN 11.0

SAFETY POSTERS 12.C

SAFETY SIGNS 13.0

SUGGESTION BOX 14.0

FIELD TRIPS 15.0

GUEST CONSULTANTS 16.0

INSTRUCTION AIDS 17.0

REVIEW, UPDATE, RETURN TO

GO

Use a System

Project Super-Teach SUNY Buffalo

What Do You See ?

PURPOSE:

Students will:
1. Identify examples of sex bias and stereotyped role models in print advertising.
2. Identify ways that stereotyping limits people's choices.

*3. (OPTIONAL) Determine how the stereotyping in some ads could be eliminated.

**4. (OPTIONAL) Redraw ads to be sex-fair.

PREPARATION:

-Various trade journals, general magazines and other print materials containing advertising.

-WHAT DO YOU SEE? worksheet (on page following) duplicated for class.

PROCEDURE:

1. Have each student find and cut out four advertisements. Each ad should include pictures of two or more people.

2. Have students fill in the WHAT DO YOU SEE? worksheet using the four ads they have selected. Explain that, in section B, the students are to evaluate each ad by deciding who in the ad are the "Losers" and write in the blank either "men," "women," or "both." They will do the same for "Supervisors," "Servers," etc.

3. When worksheets are completed, discuss the results using these questions:
   a. What do your advertisements tend to show or indicate about men? About women? How is some of this sex stereotyping?
   b. How could this stereotyping limit some people's choices of what to do, what to become, etc.?
   c. Why do advertising agencies use sex stereotyping or sex bias to sell products?

4. Ask students to share advertisements they think are sex-fair or balanced. Other students might point out any stereotyping they identify in these.

*5. Ask students to share their answers to this question:
How could the advertisements that exhibit stereotyping be changed to eliminate sex stereotyping and bias without changing the impact of the ad?

**6. (OPTIONAL) Have students redo ads to eliminate stereotyping. These redone ads could be sent to the companies whose product is being advertised.

B. Weckworth

PROJECT MOVE 81

Liv-Steu-Wyoming BOCES
C. G. May Occ. Center

WHAT DO YOU SEE?

	Example Ad No. 1	Ad No. 2	Ad No. 3	Ad No. 4	Ad No. 5
A. NUMBER OF PERSONS SHOWN IN THE ADVERTISEMENT?	19				
NUMBER OF WOMEN SHOWN IN THE ADVERTISEMENT?	3				
NUMBER OF MEN SHOWN IN THE ADVERTISEMENT?	16				
WHO WILL USE THIS PRODUCT: MEN, WOMEN OR BOTH?	both				
DO THE PRODUCTS, OR THE PEOPLE SEEM MORE IMPORTANT IN THE ADVERTISEMENT?	people				
B. IN THIS AD, THE WINNERS ARE MEN, WOMEN, BOTH?	both				
WHO ARE THE LOSERS?	neither				
WHO ARE THE SUPERVISORS?	N/A				
WHO ARE THE SERVERS?	both				
WHO ARE THE THINKERS?	men				
WHO ARE THE LEARNERS?	women				

· Barbara Weckworth

You as an Individual

PURPOSE:

Students will:

1. Identify personality traits, interests, and skills which have been traditionally "labeled" masculine or feminine.
2. Examine the advantages of being androgynous (See KEY WORDS, p. 11.)

PREPARATION:

-Prior reading on sex role stereotyping. For instance:

1. EXPANDING ADOLESCENT ROLE EXPECTATIONS.
2. PROJECT SEISMIC: CURRICULUM.

See SOME RESOURCES FOR VOCATIONAL EQUITY IN THE CLASSROOM (p.163)for where to find these.

-SELF-RATING worksheet (on page following) duplicated.

PROCEDURE:

1. Give inventory to class. After they complete it, ask the class these questions, listing the answers on chalkboard or overhead.
   a. What adjectives can you name that are typically male?
   b. What adjectives can you name that are typically female?

2. Ask students to look at the masculine adjectives to determine if there is a "complementary" or opposite feminine adjective, i.e. strong-weak, rough-gentle. Do the same for any feminine adjectives which are not matched.

3. Discuss how the use of adjectives like these may cause sex role sex role stereotyping to persist.

4. In small groups, have the class share their individual worksheet scores and establish what they feel would be sex stereotyped scores for each scale.

5. Bring the groups together. Try to establish a common set of scores that would be sex stereotyped. Circle those traits on the chalkboard (from step 1) which all can agree are desireable for all human beings. Discuss what advantages a person might have who would possess many of these traits (a person who is "androgynous ").

SELF-RATING
Worksheet

DIRECTIONS: To rate yourself using the scale, use these steps:

1. Look at each trait or characteristic by itself.
2. Decide how often this word describes your actions, then rate yourself according to this scale:

4 - Always

3 - Usually

2 - Seldom

1 - Never

For example, think about the first word: Aggressive. Are you always aggressive? If so, give yourself a 4.

Always aggressive = 4
Seldom aggressive = 2

Usually aggressive = 3
Never aggressive = 1

COLUMN ONE

1) AGGRESSIVE ____

2) AMBITIOUS ____

3) ATHLETIC ____

4) COMPETITIVE ____

5) PHYSICALLY STRONG ____

6) INDEPENDENT ____

7) FORCEFUL ____

8) WILLING TO TAKE A STAND ____

COLUMN TWO

1) WARM ____

2) UNDERSTANDING ____

3) LOVING TOWARDS CHILDREN ____

4) GENTLE ____

5) SYMPATHETIC ____

6) LOYAL ____

7) AFFECTIONATE ____

8) NEAT ____

PROJECT MOVE

Advertising Vocational Courses

PURPOSE:

This is a long term activity to have students develop:

1. An advertising piece or flyer which:
    a. Promotes vocational courses.
    b. Encourages non-traditional enrollment in vocational courses.
2. Leadership and communications skills as well as pride in their career.

PREPARATION:

-School logos; listing of courses; cut-outs from magazines or newspapers showing people in non-traditional as well as traditional jobs.
-Examples of promotional flyers or other advertising pieces.

PROCEDURE:

Students should plan and carry out as much as possible of each step.

1. Enlist a group of students from classes or a vocational organization to make a flyer, poster or other advertising piece describing vocational courses to send to junior high and elementary school. Emphasis should be placed on non-traditional opportunities, that is, picturing and telling about both male and female students performing ALL skills.

2. Have students collect materials and produce an advertising piece.

3. Arrange for duplication and distribution of the advertising piece. Arrange for publicity through community and school sources, such as newspapers, radio, etc.

4. Discussion Questions: (these questions should also be answered in the advertising piece)
    a. Why should students consider vocational courses?
    b. Why should students consider non-traditional vocational courses or careers?
    c. Why should students inform others about their vocational course or career choices?

FOR AN ADAPTATION OF THIS ACTIVITY TO A SPECIFIC ONE FOR COMMERCIAL ART AND PRINTING, SEE p. 105.

L.D. Schank

Entering an Apprenticeship

PURPOSE:

Students will:
1. Investigate apprenticeship opportunities in a particular trade.
2. List the requirements for entry into apprenticeship.
3. Determine if any factors could limit apprenticeship opportunities for either sex.

PREPARATION:

- -Apprenticeship information on a particular trade area from: local unions, trade magazines, New York State Employment Office, Federal Employment and Training Administration.
- -Example of an apprenticeship application duplicated for class use.
- -APPRENTICEABLE TRADES IN NEW YORK STATE handout (on page following) duplicated.

PROCEDURE:

1. Distribute apprenticeship information and have the class list the requirements for entry into apprenticeship. Record the items, as they are suggested, on the chalkboard or overhead projector.)

2. Have students (in committees or while teacher lists on the board):
   a. Make a list of the kinds of apprenticeable jobs in this trade area.
   b. Make a list of where these jobs are open.
   c. Make a list of the areas that are available for specialization.
   d. Discuss whether any of the jobs would be open only to females or males.

3. Have students fill out an apprenticeship application. Ask: Are there any questions on this application which are discriminatory or which, if answered, indicate whether you are male or female?

4. Discuss Questions: (These would be asked in reference to the particular career field of the class.)
   a. What is the pay scale during apprenticeship? After completion of the apprenticeship program?
   b. What are the chances for a job after the completion of an apprenticeship for males? For females?
   c. What are the opportunities for advancement after apprenticeship?

Apprenticeable Trades in New York State

Years	Trade
4	Aircraft Engine Mechanic
4	Aircraft Engine Service Mechanic
4	Aircraft Instrument Mechanic
4	Aircraft Sheetmetal Worker
3	Appliance Serviceman
4	Asbestos Worker
3	Assistant Pressman
4	Auto Body Repairman & Painter
2	Auto Glass Installation Mechanic
4	Automobile Mechanic
4	Automotive Machinist
3-4	Baker
3	Baker, Cake
2	Barber
4	Boatbuiler
2-4	Bookbinder
4	Bookbinder, Edition
5	Bookbinder, Looseleaf or Pamphlet
3-5	Bricklayer -Mason
4	Bricklayer-Mason-Plasterer
4	Bricklayer, Refractory
4	Burglar Alarm Mechanic
4	Bus Body Repairman (or Truck)
4	Bus Electrician (or Truck)
4	Bus Mechanic
2½	Business Machine Mechanic
4	Cabinetmaker
4	Cable Splicer (Telephone)
3	Card Fixer
4	Carpenter
3	Cement Finisher, Cement Mason
4	Chemical Laboratory Technician
3	Cleaners, Caulkers, and Pointers
4	Color Mixer
5	Commercial & Advertising Artist
3	Commercial Photographer
3	Commercial & Portrait Photographer
4-5	Commercial Pressman
4-6	Compositor
2	Contact Lens Technician
3-4	Cook, Chef
4	Coremaker
4	Custom Gear Maker
2½	Cylinder Press Assistant
5-5½	Cylinder Pressman
3	Dental Equipment Mechanic
4	Dental Laboratory Technician
5	Designer (Steel Plate Engraver)
3	Diamond Cutter
3	Diamond Sawyer
4	Diamond Setter
3½	Diamond and Stone Setter
4	Die Engraver (Steel Plate)
4-5	Die Maker (Paper Goods)
4	Die Maker (Shoe)
4	Diesel Engine Mechanic
8	Die Sinker
4	Die Stamper Pressman
4	Draftsman:
	Architectural
	Electrical
	Mechanical (or Designer)
	Structural
3	Dyer (Textile)
4	Electric Elevator Service & Repairman
4	Electric Motor Repairman
4	Electrical Lineman
4	Electrical Lineman (Tele. or CATV)
4-5	Electrician
5	Electrician, Sign
4	Electronic Laboratory Technician
4	Elevator Mechanic
4-5	Engraver and Die Cutter
4	Farm Machinery & Equip., Mechanic
4	Fire Alarm Mechanic
2	Flow Machine Operator
4-5	Folding Box Cutting & Creasing Pressman
5	Folding Box Letter Press Pressman

Years	Trade
4	Folding Box Machine Adjuster (Maintenance Mechanic)
3	Furniture Finisher
2	Furrier:
	Cutter
	Finisher
	Nailer
	Operator
2	Garment Cutter
4-6½	Glass Blower
4	Glass Engraver
4-6	Glass Engraver with Copper Wheels
4	Glass Equipment Mechanic
3	Glazier
4	Glazier (Stained Glass)
4	Goldsmith
3	Granite Cutter
3	Granite Surface Plate Lapper
4	Grating Ruler (Optical Instruments)
4	Gunsmith
2	Glass Gatherer
4	Hand wood Carver
4	Heat Treater
4	Industrial Truck Mechanic
4-5	Instrument Maker
4	Instrument Mechanic
3-4	Iron Worker (Ornamental)
2-3	Iron Worker (Structural)
3½	Jeweler (Hand Made)
2½	Jeweler (Production)
2½	Jewelry Caster
2¾	Jewelry Engraver
2½	Jewelry Polisher (or Mirror Lapper)
2	Job Press Assistant
5-5½	Job Pressman
4	Knitting Machine Fixer
4	Landscape Nurseryman
2-3	Lather
5	Lead Burner
3-4	Linoleum & Resilient Tile Layer, or Soft Tile & Carpet Layer
	Lithographer:
5	Artist
5	Dot Etcher
5	Photographer
5	Platemaker
4	Pressman
3-4	Press Operator
5	Stripper
5	Transferrer
4	Locksmith
3-4	Machine Tool Mechanic
4	Machinist
4	Machinist (Automatic Screw Machine)
5-6	Mailer
4	Maintenance Electrician
4-5	Maintenance Machinist
3	Maintenance Mechanic (Dry Cleaning & Laundry Equip., Serviceman)
4	Marble Polisher
4	Metal Spinner (Custom)
4	Millman
4	Millwright
4	Model Maker (Jewelry)
4	Molder
4	Molder & Coremaker
4	Moldmaker
4	Mosaic Worker
5	Newspaper Web Pressman
4	Operating Engineer:
	Heavy Equipment Operator
	Universal Equipment Operator
	Grade & Paving Equipment Operator
	Heavy Duty Repairman
	Plant Equipment

Years	Trade
4	Optical Laboratory Technician
2	Opto-Mechanical Technician
4	Optical Lens Grinder
5	Ornamental Die Sinker
3	Painter & Decorator
3	Painter, Decorator & Paperhanger
4	Pantograph Machine Die Sinker
4	Patternmaker (Shoe)
5	Patternmaker, Metal or Wood
4	Photographic Equipment Technician
5-6	Photoengraver:
	General
	Etcher (includes printer)
	Finisher & Engraver
	Photographer
	Proofer
	Retoucher
	Router
	Stripper
5	Pipe Fitter
4	Pipe Fitter (Maintenance)
4	Pipe Organ Builder & Repairman
3-4	Plasterer
4	Plate Finisher (Burnisher-alterationist)
4	Plate Maker (Steel printing plate)
4	Plate Printer Pressman
5	Plumber
5	Plumber & Steamfitter
3	Pottery Kilnman
5	Pottery Presser & Caster
4	Precision Optics Polisher (hand and machine)
5	Pressman
4	Print Roller Router
4	Print Presser (wall paper)
6	Printing Typecasting Machinist
4	Prosthetic Appliance Mechanic
4	Radio Repairman
4	Radio & Television Repairman
5	Refrigeration & Air Conditioning Mechanic
4	Roll Turner
3-4	Roofer
4	Router Engraver (Steel Plate Engraver)
4	Sailmaker
3	Scale Serviceman
4	Sewing Machine Mechanic
4	Sheetmetal Worker
4	Sheetmetal Worker (Iron Plate)
4	Ship Carpenter
4	Shipfitter
4	Shipwright
7	Siderographer
4	Sign Writer & Pictorial Painter
4	Silversmith
2	Small Gas Engine & Equip., Mechanic
5	Sprinkler Fitter
4	Stationary Engineer
5	Steamfitter
6	Stereotyper
3	Stone Carver and Engraver
4	Stone Cutter (Building Trades)
4	Stone Mason
3	Stone Setter (Mason)
3	Stone Setter (Jewelry)
4	Tailor
4	Technical Engineer
3	Terazzo Worker
3-4	Tile Setter
4-5	Tool & Die Maker
4-5	Tool & Jig Builder
4-5	Toolmaker
3	Toolmaker (Jewelry)
4	Trimmer Die Maker
4	Truck Mechanic
3-4	Upholsterer (Custom)
4	Watchmaker (Repairman)

32

Agriculture

Activity	Theme	Pa
CAN YOU HAVE A GREEN THUMB?	Exploration	[illegible]
Can You Have a Green Thumb? [illegible] Worksheet		[illegible]
FARM SAFETY	Motivation	[illegible]
INTERVIEW ROLE PLAY	Human Relations	[illegible]
COURT ON AGRICULTURE	Leadership	[illegible]
Plan of Action [illegible] Worksheet		[illegible]

[illegible] no specific activity is included for Agriculture in the Career category, several of the other Career activities are easily adapted to Agriculture and are especially appropriate for helping Agriculture students find jobs in their career field.

[illegible] WHERE IS DRAFTING DONE? (p. 139), DEVELOPING A RESUME (p. 103), THE MECHANICS OF THE JOB APPLICATION (p. 95) and KNOW YOUR RIGHTS, including INTERVIEWING GUIDELINES (p. 131) can be used for Agriculture with few, if any, changes.

[illegible] Health — A CARING CAREER, Where Do We Go from Here? (p. 73) could be edited to have students develop a personal career ladder for their Agriculture career.

Can You Have a Green Thumb ?

PURPOSE:

Students will:
1. Identify some characteristics needed to pursue a career in the field of Horticulture.
2. Determine that the same skills can be acquired and demonstrated by both males and females.

*3. (OPTIONAL) Make a poster showing non-traditionals (see KEY WORDS, p. 11) in agriculture.

PREPARATION:

-CAN YOU HAVE A GREEN THUMB? worksheet (on page following) duplicated.
-(OPTIONAL) Supply of farming and gardening magazines to cut up for posters.

PROCEDURE:

1. Discuss the education and training needed for Horticulture. If possible, visit a nursery or vegetable farm. With students list the non-traditional jobs available in this industry for both females and males.

2. Have students complete the worksheet. Discuss the interests, abilities, skills, education and training a horticulturalist should have. Discuss why men and not women have traditionally chosen these jobs. Discuss why horticulture is a good career for women as well as for men.

3. Further Discussion Questions:
    a. Would you prefer to hire a man or a woman to help you run your vegetable farm? Why?
    b. If you were a nursery owner, would you hire a woman to be the over-all nursery supervisor? Why, or why not?

*4. (OPTIONAL) Have students make a collage poster of men and women working in all types of non-traditional roles relating to horticulture and other areas of agriculture.

CAN YOU HAVE A GREEN THUMB?

Job Title: HORTICULTURE SPECIALIST

Choose the INTERESTS a Horticulturalist is likely to have and write you choices on the lines to the left under INTERESTS:

Taking care of plants
Learning about plant diseases
Working outdoors
Designing planting arrangements
Plant pests & insects
Soils
Math

Add any other INTERESTS you can think of

____

INTERESTS

____

____

____

____

____

____

Choose the ABILITIES & SKILLS a Horticulturalist should have and write your choices on the lines to the right under ABILITIES & SKILLS:

Physical stamina
Knowledge of electricity
Mechanical aptitude
Gardening experience
Knowledge of drafting and design

Add any other ABILITIES & SKILLS you think Horticulturalists should have.

____

ABILITIES and SKILLS

____

____

____

____

____

____

Choose the EDUCATION and/or TRAINING a Horticulturalist should have and write your choices on the lines to the left under EDUCATION AND TRAINING:

Training with agricultural tools

A course in:
  Shorthand II
  Algebra
  Plant Husbandry
  Plant Nutrition

EDUCATION and TRAINING

____

____

____

____

____

____

ADAPTED FROM: DO YOU HAVE WHAT IT TAKES?
ROCHESTER CITY SCHOOL DISTRICT
CAREER EDUCATION CURRICULUM, 1980

Farm Safety

PURPOSE:

Students will:

1. Share information about farm accidents and determine if men or women are more apt to have accidents.
2. Identify safe ways of using farm equipment and avoiding accidents.

*3. (OPTIONAL) Make "Farm Safety" posters.

PREPARATION:

-Magazines and newspaper articles which provide pictures and stories of farm accidents (collected by students ahead of time).
-Poster making materials.

PROCEDURE:

1. Utilizing pictures and news stories of farm accidents collected by students, discuss why and how the accidents occurred, who was involved, and ways these could possibly have been avoided. Discuss whether the stories seem to indicate that men or women are more apt to have farm accidents and why.

2. Through class discussion, have students relate personal stories of farm accidents to illustrate how numerous these accidents are.

3. Ask the students to observe farm equipment being operated and have them record any unsafe practices, as well as safety precautions being taken. Record also whether males or females are operating the equipment. Discuss students' observations in class.

*4. Have students use the pictures and the information gathered through this activity to make "Farm Safety" posters. Display these in class, in the school hall, in a mall or shopping center or in farm supply stores.

Note: Stress that the posters should use language that is free of sex bias (see KEY WORDS, p. 11) and that they show both men and women working safely with farm equipment.

Interview Role Playing

PURPOSE:

Students will:
1. Develop and practice proper interviewing techniques.
2. Practice being interviewed by both males and females.

PREPAPATION:

- -Demonstrations, tape recordings and/or videotapes of interviews, which portray proper interviewing techniques (OR reading on same).
- -A list of the questions most often asked by interviewers.
- -(OPTIONAL) Video or tape recording equipment for interviews.

PROCEDURE:

1. Have students listen to and observe (or read about) proper interviewing techniques, either through teacher demonstration or tape recording (or reading).

2. Have students prepare a list of interview questions, including some that are sex-biased and some that are antagonistic. Discuss how an applicant might respond in a positive way.

3. Have students role play and practice both formal and informal interviews while being videotaped or tape recorded. This should include both males and females as applicant and interviewer for both traditional and non-traditional jobs.

4. Students will view and/or listen to student tapes and give helpful criticism, including what was well done as well as what areas need improvement.

5. Discussion Questions:
   a. How were you able to sell yourself as a good employee regardless of your sex?
   b. What problems did you have while being interviewed for a non-traditional job?
   c. Did you have any problems in your role as employer when interviewing an applicant of the opposite sex?
   d. Why do you act differently when you know you're being recorded, taped, or observed? Is being recorded better practice for a real interview?

Count on Agriculture

PURPOSE:

Students will:

1. Identify ways in which sex role stereotyping limits/discourages the enrollment of non-traditional students in Agriculture.
2. Develop organizational skills and practice working in committees.
3. Develop activities for encouraging/increasing non-traditional enrollment in Agriculture.

*4. (OPTIONAL) Implement activities for encouraging/increasing non-traditional enrollment in Agriculture.

PREPARATION:

-Materials for brainstorming activity (chalkboard or newsprint, etc.)
-PLAN OF ACTION worksheet (on page following) duplicated.

PROCEDURE:

1. Discuss with students:
   a. Do most people still think of farmers as being only men? Why?
   b. How does this perception (of farmers being only men) relate to sex role stereotyping? Does stereotyping reinforce this perception?
   c. How does sex role stereotyping discourage women from entering Agriculture programs?

2. Explain the rules for brainstorming to students. The rules are:
   a. Every idea is written down without comment or judgement.
   b. There is no discussion or evaluation of ideas.
   c. Quantity is the first priority in brainstorming, not quality.

3. Record on chalkboard or newsprint while students brainstorm ways to encourage more girls to enter agriculture programs.

4. Divide class into two or three committees and have each committee:
   a. Elect a chairperson and a recorder.
   b. Choose an activity (from step 3) to implement.
   c. Use the PLAN OF ACTION worksheet to develop a plan to implement the activity selected.

*5. (OPTIONAL) Assist committees to implement the activities they develop into PLANS OF ACTION. If the committees all develop excellent but time-consuming plans, the class, as a whole, might choose the best one for implementation.

OUR PLAN OF ACTION FOR
IMPLEMENTING AN ACTIVITY TO INCREASE ENROLLMENT

PLAN DEVELOPED BY GROUP MEMBERS:

Kathy F., Diana H., Jim W.,
Bruce C.

GENERAL DESCRIPTION OF ACTIVITY:

Develop posters that show non-traditional career opportunities for women in agriculture. The posters will be displayed in the home schools for two weeks.

STEPS NECESSARY FOR IMPLEMENTATION:	Begin	End	Person Responsible
1. Collect magazines for pictures.	1/3	1/5	Kathy, Jim
2. Poster materials.	1/3	1/5	Bruce, Diana
3. Cut out pictures, photos.	1/8	1/10	All
4. Design posters.	1/11	1/12	Kathy, Diana
5. Decide on "catchy" poster titles.	1/11	1/12	Jim, Bruce
6. Make posters.	1/15	1/20	All
7. Distribute posters to home schools	1/23	1/24	All
8.			

RESOURCES NEEDED FOR IMPLEMENTING ACTIVITY

Magazines and poster materials, such as posterboard, glue, construction paper, scissors, magic markers, pencils, ruler stapler, thumbtacks.

Project MOVE 81

OUR PLAN OF ACTION FOR
IMPLEMENTING AN ACTIVITY TO INCREASE ENROLLMENT

PLAN DEVELOPED BY GROUP MEMBERS:

GENERAL DESCRIPTION OF ACTIVITY:

STEPS NECESSARY FOR IMPLEMENTATION:	Begin	End	Person Responsible
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

RESOURCES NEEDED FOR IMPLEMENTING ACTIVITY

Project MOVE 81

Business and Distributive Education

Activity	Theme	Page
COMMUNICATIONS CAREERS	Exploration	[illegible]
[illegible]		[illegible]
JOB RESPONSIBILITY	[illegible]	[illegible]
[illegible]		[illegible]
MANAGER OR NONMANAGER	Human Relations	[illegible]
CONSUMER COMPLAINT DESK	Leadership	[illegible]
BUSINESS BENEFITS	[illegible]	[illegible]
[illegible]		52

Communicating Careers

PURPOSE:

Students will:
1. Learn and practice some methods of gathering information about a particular Business or Distributive Education career.
2. Obtain information about jobs in this career field.
3. Find out whether non-traditionals can or do participate in the career field.

*4. (OPTIONAL) Compile career information in chart form.

PREPARATION:

-A copy of the OCCUPATIONAL OUTLOOK HANDBOOK* for Business and Distributive Education.
-Letter writing supplies.
-BUSINESS LETTER FORMAT handout (on following page) duplicated for distribution.

*If a career is not listed in the handbook, then the student must check in the school or community library for information on that career field.

PROCEDURE:

1. Handout the BUSINESS LETTER FORMAT. Have students write a letter to a business, association, union, craft organization, club or group which represents their career interest area. The letter will be in an acceptable business letter format and will request information about the particular area, the qualifications needed, the entry level and subsequent promotional levels. The letter will also request information about non-traditionals working in that career field: How many are currently employed? What are the future job opportunities for non-traditionals?

*2. (OPTIONAL) Additional Procedures:
   a. Have students compile the information gathered about these various Business and Distributive Education careers in chart form for comparison.
   b. This assignment can be given to pupils within the class as a make-up assignment. Frequently students are also in need of grade boosters. The assignment might also be broken down with one student drafting the letter, another reporting the results to the class.

3. Discussion questions:
   a. Do qualifications for the same jobs vary from one organization or business to another? If so, how?
   b. What are the variations in pay among employers?
   c. Where are the best opportunities for advancement?
   d. In which jobs or businesses are non-traditionals best represented?
   e. In which jobs or businesses do non-traditionals have the most opportunity for advancement?

BUSINESS LETTER FORMAT

HEADING

T. R. Proctor High School
Hilton Avenue
Utica, New York 13501
October 1, 1981

RETURN ADDRESS: The arrangement used by a person writing on blank stationery.

DATE LINE

OPENING

Public Relations Director
Civil Service Employees Assoc. Inc.
289 Genesee Street
Utica, New York 13501

INSIDE ADDRESS: The name and address of the company you are writing to.

Dear Public Relations Director:

SALUTATION: An opening greeting like, "Dear Ms. Morales."

BODY

I am a student in business at Thomas R. Proctor High School. As part of a course unit on career education, I would like to request information about the civil service career opportunities for business students in the Utica area.

Would you please answer the following questions?

What is the civil service entry level for clerical workers?
What qualifications are needed for entry level jobs?
What are the promotional levels for clerical workers?
What is the pay scale for these clerical positions?
What are the percentages of males and of females who are members of the union and employed as clerical workers?
Are promotional opportunities equal for females and for males?

I appreciate your taking the time to answer these questions. It will help our class to know more about jobs in our area.

MESSAGE: The text of the letter: paragraphs are single-spaced with no indentations.

CLOSING

Sincerely yours,

Scott R. Haines

Scott R. Haines, student
T. R. Proctor H. S.

cc: V. Berkowitz, teacher

COMPLIMENTARY CLOSING: a parting phrase like, "Sincerely."

WRITER'S IDENTIFICATION: The signer's name or title or both.

CARBON COPY NOTATION: The names of those who will receive copies of this letter.

Job Responsibilities

PURPOSE:

Students will:
1. Identify attitudes and ideas about the responsibilities of employees and employers in a business.
2. Find out if these responsibilities are different for men or for women.

PREPARATION:

-JOB RESPONSIBILITIES Worksheet (on page following) duplicated.

PROCEDURE:

1. Use the JOB RESPONSIBILITIES Worksheet or develop your own. Using the sample problem, explain to students how to rank order numerically, indicating they should write a one (1) by their first choice, a two (2) by their second and so one until all items are numbered. Assure them that they will not need to share their answers if they do not want to.

2. Have students complete the worksheet.

3. With students discuss their answers. The students can keep their own papers or they can be collected and redistributed in such a way that no one knows whose paper they have. Be sure to tell students they may "pass" or decline to answer with no penalty. You might begin by asking:

   a. How many indicated "a" as their first choice for question one? How many ranked it with a "2"? A "3"? etc.
   b. What are some reasons that people differ in their choices?
   c. Would someone like to tell how they rank ordered the answers to questions one and why?
   d. What are some real life situations where you or someone you know has had to make choices such as these in question one?
   e. Would you rank order them in the same way or differently at another time? Why?

   Repeat the above questions for item two through five.
   For items four and five, ask why some people would feel that men should be paid more and why some people would feel that the women should get the raises and promotions.

JOB RESPONSIBILITIES
Worksheet

PRACTICE EXAMPLE:

If someone were to offer you a treat RIGHT NOW, indicate which you would prefer in rank order, i.e. by putting a "1" by your first choice, a "2" by your seond choice, etc. until all items are numbered.

____ a. apple ____ b. coke ____ c. candy bar ____ d. Big Mac

RANK ORDER THE ANSWERS TO THE FOLLOWING PROBLEMS AS IF YOU WERE "ON THE JOB."

1. If you finished your work before quitting time, would you:

___ a. Spend the extra time cleaning your work area and equipment?
___ b. Ask your employer if there is more work to be done?
___ c. Offer to help another employee who is behind schedule?
___ d. Use the time to do some personal tasks?

2. If you saw another employee steal from your place of work, would you:

___ a. Tell the employer about it?
___ b. Tell the employee you saw him/her do it?
___ c. Not say anything?
___ d. Tell another employee what you saw?

3. Whom would you prefer working for? An employer who only gives raises to:

___ a. The ones who work the hardest?
___ b. The ones most in need of a raise?
___ c. The ones who do their work in the least amount of time?
___ d. The ones who have worked for the company the longest time?

4. Who do you feel should get raises from an employer:

___ a. The men because they support families?
___ b. The women because they have been paid less than the men?
___ c. Only the men and women who have families?
___ d. Only the men whose wives do not work?

5. Who should be promoted to supervisor:

___ a. A man because men are naturally the best leaders?
___ b. The person (male or female) most people in the business will be happy to work for?
___ c. The person with the most seniority?
___ d. A woman who is capable, to encourage women in the management level in the company?
___ e. The person who will be able to get the most work done in the business?

PROJECT MOVE 81

Manager or Womanager ?

PURPOSE:

Students will:
1. Make a poster or bulletin board of "Workers" and "Bosses" for class discussion.
2. Identify evidences of sex stereotyping in the world of work.
3. Determine why both men and women should be able to work at all levels of a business.

PREPARATION:

-Trade journals and other magazines which can be cut up.
-Poster-making or bulletin board-making materials.
*(OPTIONAL) Filmstrip, EXPANDING ROLES IN A CHANGING WORLD (see SOME RESOURCES FOR VOCATIONAL EQUITY IN THE CLASSROOM, p. 163).

PROCEDURE:

*1. (OPTIONAL) Show filmstrip, EXPANDING ROLES IN A CHANGING WORLD.

2. Using pictures from journals and magazines, have students make a collage of "WORKERS" on half of a poster sheet (or bulletin board) and of "BOSSES" on the other half of the sheet.

3. Define stereotyping (see KEY WORDS, p.11). Point out an example of a stereotype portrayed in these pictures. Ask students to identify further examples.

4. Discussion Questions:
   a. Are most of the managers in the businesses you know and patronize of the traditional sex for those positions?
   b. Are the workers or sales clerks also of the traditional sex for those jobs?
   c. What are some local examples of non-traditional supervisors and non-traditional workers in business?
   d. Why are non-traditionals needed as both supervisors and workers?
   e. Do the collages you made show the world of work as it really is? Or as it should be?

Consumer Complaint Bureau

PURPOSE:

Students will:

1. Determine their consumer rights.
2. Prepare a service to the school and community by helping fellow students exercise their consumer rights.
3. Demonstrate to the school community the relevancy of a Business and Distributive Education topic.
4. Demonstrate that both male and female students can take an active part in what has traditionally been provided to one sex classes.

PREPARATION:

-Arrange for a speaker such as the County Consumer Bureau Director or someone from another consumer assistance agency such as the Better Business Bureau or County Cooperative Extension Office.

-Assemble information on consumer rights and how to file complaints for beginning a reference file.

*(OPTIONAL) Arrange for a trip to the County Consumer Office or Better Business Bureau, etc. for further investigation.

PROCEDURE:

1. Using the FACT SHEETS provided in this handbook, explain how social and economic changes are expanding traditional sex roles and why both males and females need to become aware of consumer rights.

2. Have a speaker on consumer rights give information to the class or vocational organization. (The speaker might be asked also to explain why this information is important for people of both sexes.)

3. Using the information provided by the speaker as well as that in the print materials, have students draw up a fairly brief flyer for other students outlining their consumer rights. (Stress that language and illustrations be done in a bias-free manner.) Students might begin by listing, while these are recorded on the chalkboard, the essentials of student consumer rights. Have the flyer duplicated for distribution.

4. Have students plan and establish a Consumer Complaint Bureau including the following:
   - -A flyer and/or posters outlining the services to be supplied and the resources available from the bureau.
   - -A set location (table set up in hall or cafeteria; a drop box for complaints)
   - -Staffing and a set time and/or day of the week for the bureau to be open, drop box emptied, etc.
   - -Arrangements for file on consumer rights to be available to other students (a duplicate file in library, for instance).
   - -Procedures for investigating complaints and reporting results of investigations.

(Continued on next page)

5. (OPTIONAL) Students might develop, print and distribute a one page consumer alert bulletin every few weeks or so, indicating the best buys of the month or season, ways the bureau has helped people, recent consumer frauds, problems with products, etc.

6. Arrange publicity for the successful bureau through the local newspaper, radio and tv stations, etc.

NOTE: Special effort should be made to involve members of both sexes in all activities.

Business Benefits

PURPOSE:

Students will determine and discuss:

1. What benefits are available to employees of various companies.
2. The merits of various benefits and the value of benefits versus salary level.
3. What benefits, if any, are available only to males or only to females.

PREPARATION:

-Yellow pages listing major business and marketing firms from the local phone directory or from a nearby metropolitan area, copied for student use.

-Local business directories might also be available.

PROCEDURE:

1. Explain the purpose of the activity to the students: that knowledge of the benefits that come with employment is important, that a good "benefits package" (good insurance coverage, generous paid holidays and a good retirement program) can be an important part of the salary.
2. Review with the students the terms on the following page so that they will become familiar with the vocabulary used in discussing benefits.
3. Have students choose a firm to investigate. The task can be done individually or in groups. Include civil service employers, if possible, as benefits are usually an important part of public employment.
4. Have students determine the benefits a company offers either by letter of inquiry (See COMMUNICATING CAREERS, p. 43) or by personal interview. If by personal interview, students should make an appointment with the company's director of personnel and explain their reason for requesting an interview.
5. The following questions can be asked of the Director of Personnel either in the letter or in the interview:
    a. What medical benefits are available to employees of this company? Is a dental plan included?
    b. Is there a retirement plan? If the benefit based on age or years of service? How much of retirement does the company pay? If an employee dies before receiving retirement, is the surviving spouse (wife or husband) entitled to any benefit? If the company should close, would employees receive any pension?
    c. Are maternity and paternity leaves available?
    d. Is a life insurance policy available?
    e. How many paid holidays are there per year? Vacation days? Sick days?
    f. What other benefits does the company offer to its employees?
    g. What are the salary levels of the company?
6. Have students assemble the information collected in chart form, so that benefits and wage rates of different companies can be compared. Discuss:
    a. Do companies which offer generous "benefit packages" usually pay a lesser wage?
    b. Are there any benefits available only to males or only to females? (i.e. there is maternity but no paternity leave; a woman can receive a husband's pension, but a man cannot receive his wife's.)
    c. Would you rather work for a company that has good benefits or for a company that pays a higher wage? Why?

Frank Reeder

Liv-Steuben-Wyoming BOCES
C. G May Occupational Ctr.

BUSINESS BENEFITS TERMS

BONUS PLAN: A wage system that includes payments in addition to regular wages for production in excess of the standard for the job. "Bonus" may also refer to any payment in addition tothe regular wage. Thus, a Christmas bonus is an extra payment given to workers during the Christmas season.

BREAK, rest period, coffeebreak: A brief interruption in the work day, often five to fifteen minutes long, during which workers rest, smoke or have refreshments without loss of pay.

COMMISSION: Compensation to a salesperson based on a predetermined percentage of the value of sales. Commissions may be additions to a guaranteed salary rate or else may constitute total pay.

COST OF LIVING ADJUSTMENT: Raising or lowering wages or salaries in accordance with changes in the cost of living. These changes are measured monthly by the Bureau of Labor Statistics and take the form of a Consumer Price Index.

DEATH BENEFIT: Payment, usually a lump sum, provided to a worker's beneficiary in the event of a worker's death. Money for the payment may come from the employer, from contributions made by the employer and the workers or from a union.

FRINGE BENEFITS: Generally, supplements to wages received by workers at a cost to employers. The term covers a host of practices such as paid vacations, pensions and health and insurance plans. No agreement prevails as to the list of practices that merit inclusion in this term.

FUNERAL LEAVE PAY: Pay to a worker, usually for a limited period, such as up to three days, for time lost because of the death and funeral of a member of the worker's immediate family.

HEALTH AND INSURANCE PLAN: A program providing financial protection to the worker and his or her family against death, illness, accidents and other risks, in which the costs are borne in whole or in part by the employer. Plans usually consist of insurance purchased from a group medical insurer or commercial insurance company. Some welfare plans provide for health centers or clinics.

HOSPITALIZATION BENEFITS: A plan that provides workers, and in many cases, their dependents as well, with hospital room and board or cash allowances toward the cost of such care. This payment is for a specified number of days, plus the full cost of specified services. Hospitalization benefits are usually part of a more inclusive health and insurance program.

JURY DUTY PAY: Pay or allowance paid by some employers to workers who serve on jury duty during working hours.

LEAVE: Excused time away from work. Leave may be used for sickness, vacations and personal or other reasons; it may be paid or unpaid.

MATERNITY BENEFITS: Health and insurance plan benfits payable to women workers absent because of pregnancy and childbirth, and for related hospital, surgical and medical benefits to women workers and, in some cases, to the wives of workers.

MATERNITY LEAVE: Excused time away from work allowed to a woman worker to care for her newborn child. May be paid or unpaid.

PAID HOLIDAYS: Holidays are days of special religious, cultural, social or patriotic significance on which work or business ordinarily ceases. Paid holidays are those, established by collective bargaining agreement or company policy, for which workers receive their full daily pay without working.

PAID VACATIONS: Excused leaves of absence, with full pay, granted to worker annually for purposes of rest and vacation.

PATERNITY LEAVE: Leave available to a father who wishes to care for his newborn child. It may be paid or unpaid.

PENSION PLAN (retirement plan, group annuity plan, annuity) - Any plan whose primary purpose is to provide regular payments for life to employees upon retirement. Additional benefits often are provided. Frequently, the term private pension plan is used to distinguish a voluntary plan from the social security system. If the employer shares in the cost of a pension plan, the plan is contributory, if the cost is borne entirely by the employer, the plan is non-contributory.

PERSONAL LEAVE: Excused leave for reasons important to the individual worker but not provided for through vacations or sick leave plans.

PROFIT SHARING: Any procedure under which an employer pays employees a share of the profits of the business as a whole in addition to their regular pay.

RETIREMENT: Withdrawal from working life or from a particular employment, with an income because of old age, disability, achievement of a specified number of years of service, or other reasons. Normal retirement is retirement for age, often at age 65.

SAVINGS PLAN: An arrangement under which payroll deductions are made, with the worker's consent, for investment or savings to which the employer also contributes.

SEVERENCE PAY (separation or dismissal pay): Money paid by an employer to displaced employees, generally upon permanent termination of employment with no chance of recall.

SICK LEAVE: Period of time during which a worker may be absent without loss of job or seniority if unable to work because of illnes or accident. A paid sick leave plan provides for full or partial pay for such absence, usually up to a specified maximum.

STOCK PURCHASE PLAN: A plan enabling employees to purchase stock in the company, with or without employer contributions, generally under more favorable terms than are available in the open markets.

SUGGESTION SYSTEM: A plan whereby employees' ideas that may increase efficiency or improve operations or safety are channeled to the attention of management, usually combined with a system of rewards for usable ideas.

TUITION PAYMENT PLAN: Plan providing for payment by an employer of part or all of the costs of job-related training courses or a degree program undertaken by employees.

Consumer and Homemaking

Activity	[illegible]	[illegible]
OCCUPATION COMMITTEE	Exploration	
BEING A WINNER, NOT A LOSER	[illegible]	
Being a Winner, Not a Loser – Worksheet		
MARRIAGE EXPECTATIONS AND ATTITUDES	Human Relations	
Marriage Expectations and Attitudes – Worksheet		[illegible]
ELECT C & H	Leadership	[illegible]
THE FIRST APPEARANCE MAY BE THE LAST	Career	[illegible]
The First Appearance May Be the Last – Worksheet		[illegible]

Occupation Committee

PURPOSE:

Students will:

1. Experience working in committees as well as individually.
2. Select jobs that meet their interests and qualifications for further investigation.
3. Be able to identify some non-traditional job opportunities in Consumer and Homemaking.

PREPARATION:

-Career brochures for Consumer and Homemaking.
-Printed materials that tell about opportunities for people in non-traditional careers.

PROCEDURE:

1. Divide students into 2-4 committees. Each committee will construct a list of at least 20 jobs from the materials provided. Encourage the inclusion of non-traditional jobs.

2. From their committee's list, students will individually select two occupations that they would be interested in preparing for: one traditional and one non-traditional. Have students investigate their two occupations to try to answer these questions:
   a. Are people employed in this occupation in the local area? Do only men, only women or both do this job?
   b. If not employed locally, are people employed in this occupation elsewhere in the state? Where?
   c. What skills, education or training are required for this job?
   d. What are the opportunities for advancement in this career?

3. After students have completed their individual investigation, the following questions may be asked of the whole group. List the answers on the chalkboard or overhead so that all students can benefit.
   a. Which jobs are most available locally? Statewide?
   b. Which jobs require the most qualifications?
   c. Which jobs seem to provide the best opportunities for advancement?
   d. Are there any jobs in Consumer and Homemaking that men cannot do? Are there any jobs that women cannot do?

4. Working singly or again in committees, have students prepare a diplay for the occupations they have investigated. Include pictures, brochures, etc. The display might be used in middle or junior high schools to encourage those students to consider careers in Consumer and Homemaking. If no pictures of non-traditionals working in Consumer and Homemaking are available, drawings or messages such as "Men (or Women) Can Do It Too!!" may be added.

Being a Winner, Not a Loser

PURPOSE:

Students will:

1. Assess their attitudes and habits as they believe teachers or employers would assess them.
2. Determine if sex stereotyped ideas teachers or employers might have about males and females could cause higher or lower ratings on some attitudes and habits because of a person's sex.
3. Determine what attitudes and habits are most apt to result in a higher grade or a job promotion and what attitudes and habits are most apt to result in a lower grade or being fired from a job.

PREPARATION:

-Duplicate copies of the activity sheet, "BEING A WINNER, NOT A LOSER" on the back of this page.

PROCEDURE:

1. Have students rate themselves for each of the five groups of items on the activity sheet the way they believe an employer (or teachers if they have not worked) would rate them. They should add up the number for the items they check for their total rating.

2. Discuss how the following sex-steroetyped ideas of an employer or teacher could result in a higher or lower rating of a person on the five items. (Write statements on blackboard.)

   "Females are the weaker sex and sick a lot."
   "Girls don't dilly-dally as much as boys."
   "Boys aren't as concerned about getting their work done as much as girls are."

3. Tell students that they are now employers who are going to give a raise to at least one employee but who also have to fire at least one employee. Using the activity sheet, tell them to put a R by an item in each group to indicate how they feel a person should be rated to receive a raise. Tell them to put an F by an item in each group to indicate the reasons why a person should be fired. What was the total for a person who would get a raise? Fired? Discuss the items they put an R by and an F by and why. Discuss if males and females might be rated differently and why.

BEING A WINNER NOT A LOSER

The following attitudes and habits are some of the things that employers (and teachers) consider when assessing their employees (and students). An employer may promote or fire a person based on these habitudes. A teacher may raise or lower a person's grade on the basis of these habitudes.

Check the one item from each set of items that you believe an employer (or teacher) would check if they were rating you.

1)

_____Always on time (4)
_____Almost always on time (3)
_____Late once in a while (2)
_____Late quite often (1)
_____Always late (0)

2)

_____Never absent (4)
_____Hardly ever absent (3)
_____Absent once in a while (2)
_____Absent quite often (1)
_____Frequently absent (0)

3)

_____Always careful about details (4)
_____Usually careful about details (3)
_____Sometimes overlook details (2)
_____Sometimes careless about details (1)
_____Often careless about details (0)

4)

_____Always start work immediately (4)
_____Usually start work right away (3)
_____Sometimes slow in getting started (2)
_____Frequently slow in starting work (1)
_____Have to be reminded to start work (0)

5)

_____Can always be counted on to do my work (4)
_____Can almost always be counted on to do my work (3)
_____Can usually be counted on to do my work (2)
_____Sometimes don't do my work (1)
_____Frequently don't do my work (0)

Marriage Expectations and Attitudes

PURPOSE:

Students will:
1. Identify some of the attitudes they have regarding marriage.
2. Examine the impact of sex stereotyped expectations on marriage.

PREPARATION:

-Filmstrip, EXPANDING ROLES IN A CHANGING WORLD (See SOME RESOURCES FOR VOCATIONAL EQUITY IN THE CLASSROOM, p. 163.)

-MARRIAGE EXPECTATIONS AND ATTITUDES worksheet (on page following) duplicated.

PROCEDURE:

1. Distribute MARRIAGE EXPECTATIONS AND ATTITUDES worksheet. Have students on their own read each statement and decide whether they agree or disagree, placing an "A" for "Agree" or a "D" for "Disagree" in the blank under "YOU."

2. When worksheets are completed, have students sit in small circles of 3 or 4 people each (not all female or all male). Ask students to share their answers with others in their circle and try to form a consensus of opinion (either AGREE or DISAGREE). Have them place this response in the blank under "GROUP."

3. Bring the entire group together again to share each circle's answers.

4. Discussion Questions:

   a. Did you have any problems reaching agreement in your circle? On what questions? Why could you not agree?
   b. What in your circle discussions demonstrated sex stereotyped expectations by females? By males?
   c. How might such sex stereotyped expectations put a strain on the marriage relationship?
   d. How might these strains based on stereotyped expectations be relieved?

MARRIAGE EXPECTATIONS AND ATTITUDES

1. A marriage is more likely to experience problems if the wife is better educated than the husband.

YOU GROUP

______ ______

2. If a college education is planned by either or both members of an engaged couple, the marriage will stand a better chance of success if they wait until after college to marry.

YOU GROUP

______ ______

3. The final decision on family money matters should be the husband's.

YOU GROUP

______ ______

4. In families where the father equally shares what has traditionally been the woman's household chores, the children will probably think of their father as less masculine than in homes where the father does not share this work.

YOU GROUP

______ ______

5. It is more important for the husband/father to be a good provider for his family, working two jobs if necessary, than it is to spend a lot of time with his family.

YOU GROUP

______ ______

6. Couples who live together before becoming legally married are less likely to experience marital problems later on in the marriage, as they would have been able to determine their compatibility towards each other prior to marriage.

YOU GROUP

______ ______

7. Men that have had many different sexual partners before marriage are less likely to be sexually faithful in marriage than men who have had little or no sexual experience prior to marriage.

YOU GROUP

______ ______

Elect C&H

PURPOSE:

Students will plan and present a program for 7th and 8th grade students to:

1. Help these students become aware of specific Consumer and Homemaking courses at the high school level.
2. Inform these students that both boys and girls take and profit from these courses.
3. Develop and practice leadership and communications skills.

PREPARATION:

Filmstrip: "EXPANDED ROLES IN A CHANGING WORLD" (see SOME RESOURCES FOR VOCATIONAL EQUITY IN THE CLASSROOM, p. 163).

PROCEDURE:

1. Have the students view the filmstrip and then discuss the following questions:
   - a. How many of you feel women should stay home and men should go to work? Why do you feel this way?
   - b. Why do men need to be able to prepare food, care for children and take care of a home?
   - c. How many of you have fathers, brothers or other relatives who work in the foods industry? What do they do? (List answers on board.)
   - d. How many of you know men who are interior decorators? Day care center or nursery school teachers? Nutritionists? Clothing designers?
   - e. What are some other careers Consumer and Homemaking can lead to?
   - f. Are there any jobs men or women cannot do in Consumer and Homemaking-related occupations?
   - g. Why should 7th and 8th grade students be aware of Consumer and Homemaking course opportunities in senior high?
   - h. Why should both boys and girls be encouraged to take Consumer and Homemaking courses?
   - i. What would prevent a student who was interested in a Consumer and Homemaking course from taking that course?

2. Divide the class or vocational organization into committees to plan a program to accomplish objectives 1 and 2 in Purpose above. This program might be given in a junior high or elementary school class or assembly or in individual homerooms. The program might include:
   - a. The filmstrip.
   - b. A five minute introduction on careers for males and females in Consumer and Homemaking-related jobs (5 students, some male, some female might each speak very briefly on five different career areas, related to each of the five content areas of Consumer and Homemaking.)
   - c. Presentations by both male and female students from various Consumer and Homemaking courses on their favorite activities in the courses. Mini demonstrations or samples of class accomplishments should be included as often as possible.
   - d. Questions from procedure #1 above for group discussion.

J. Kaskoun   PROJECT MOVE   57 Vernon-Verona-Sherill C. S.

The First Appearance May Be the Last

PURPOSE:

Students will:
1. Identify factors about personal appearance that would increase and decrease their chance of getting a job.
2. Identify possible sex stereotyped expectations of employers about dress that they need to consider in order to get a job.

PREPARATION:

-Magazines, catalogs and newspapers with pictures of males and females dressed for various types of social and work situations. These should include males and females dressed for sports and work, in casual dress, more formal dress and very dressy dress. Students could be given the assignment of bringing the pictures to class.

"A First Appearance May Be the Last" activity sheet (on following page) duplicated.

PROCEDURE:

1. Have students put a check (✓) in front of each item on the activity sheet that they believe could cause a person not to be hired for a job. Discuss the reasons why they checked certain items.

2. Have students sort the pictures into two piles, one of people who probably wouldn't be hired if they went for an interview and one of people who would be more apt to be hired. Discuss the factors they used in deciding where they placed a picture.

3. Direct students to put a minus and F for female (-F) after each item on the activity sheet that they feel could result in a female not getting a job and a minus and M for male (-M) on the second line after each item on the activity sheet that they feel could result in a male not getting a job.

4. Have students compare the items they put "-F" by with the ones they put an "-M" by.

5. Discussion Questions:
   a. Why would employers feel some items are all right for females but not for males?
   b. Who has the most limitations on their dress, males or females? Why?
   c. Do you feel it is fair that employers judge males and females differently on the basis of their appearance? Why or why not? Why would employers do this?
   d. What are your reactions to the statement, "If you want the job, dress for the employer's stereotypes about people."

THE FIRST APPEARANCE MAY BE THE LAST

Put a check ( ) in front of each item that you think would result in an employer having a first impression which would keep them from hiring a person.

___Dressy boots___ ___
___Slacks___ ___
___Erect posture___ ___
___Long hair___ ___
___Blue jeans___ ___
___Flowered shirt or top___ ___
___Bad breath___ ___
___Clean, polished shoes___ ___
___High heels___ ___
___Neatly combed hair___ ___
___Stylish hairdo___ ___
___Colored fingernails___ ___
___Gym shoes___ ___
___Necklace___ ___
___Hands in pockets___ ___
___Moderate makeup___ ___
___Chewing gum___ ___
___Carefully brushed teeth___ ___
___T shirt___ ___
___Neatly pressed suit___ ___
___Earrings___ ___
___Tie___ ___
___White socks___ ___
___Perfume___ ___
___White shirt or top___ ___
___Clean fingernails___ ___
___Long fingernails___ ___
___Ruffled top___ ___
___Button missing___ ___
___Medium length shirt___ ___
___Purse___ ___
___Run down heels___ ___

Health Occupations

Activity	Theme
IDENTIFYING HEALTH CARE SPECIALISTS	Exploration
PRACTICING PATIENT RELATIONS	Human Relations
[illegible]	
HIGHLIGHTING HEALTH CAREERS	Exploration
HEALTH — A CARING CAREER Where Do We Go from Here?	Career
A Career Ladder Approach to Professional Nursing — Handout	

Although no specific activity is included for Health Occupations in the area of Habitudes, several of the other Habitudes activities are easily adapted for Health Occupations and are appropriate for encouraging these students to develop positive work characteristics.

PAY ATTENTION TO FEEDBACK (p. 125) and JOB RESPONSIBILITIES (p. 45) can be used as they are.

HAZARD HUNT (p. 99), WHAT IT COULD COST YOU (p. 107) and THE SAFETY INSPECTOR (p. 135) could be used with only a few changes.

FARM SAFETY (p. 35) would be an especially good activity to adapt. It would use newspaper articles to discuss the prevention of accidents that occur in health care.

Identifying Health Care Specialists

PURPOSE:

Students will:

1. Recognize the sex stereotyped attitudes that exist regarding specific Health Occupations.

*2. (OPTIONAL) Identify the advantages of health services as a career and the characteristics of a good health service worker.

**3. (OPTIONAL) Develop activities which could be used in the home schools and in junior high schools to improve attitudes towards having men enter health service courses and careers.

PREPARATION:

-Films, filmstrips on careers in the health services (some showing only women; some showing women and men as health care specialists).
-College and occupational education handbooks.
-Army, Navy and Air Force materials; resource people such as recruiters.
-Non-traditional role models.
-Materials supporting expanded roles (Example: EXPANDING ROLES IN A CHANGING WORLD. (See SOME RESOURCES FOR VOCATIONAL EQUITY IN THE CLASSROOM, p. 163).

PROCEDURE:

1. Show a film and other materials that DO NOT show men employed in Health Occupations. (These are frequently available to school guidance counselors.) Discussion Question: What is missing, what is inappropriate or misleading about these materials?

2. Show armed forces or other films and materials which DO include men employed in health care, or films on the value of expanded roles to both sexes, if no career-specific films and materials are available. Discussion Questions: Why should both men and women consider Health Occupations careers? Are there any disadvantages that should be considered before beginning a career in health care? Are there any special disadvantages for men? for women?

*3. (OPTIONAL) Have students develop a career ladder for the Health Occupations area of their interest. (See CAREER LADDER APPROACH TO PROFESSIONAL NURSING, p. 74 for model.)
Discussion Questions: What are the characteristics a qualified person in Health Occupations should have? Do both men and women have these characteristics? Why or why not?

**4. (OPTIONAL) Have students develop a strategy (program with junior or middle school students, posters, comic book, bulletin board, etc.) so that they can share what they have learned. Involve school guidance counselors in any plans so that they too may learn more about these career opportunities.

Practicing Patient Relations

PURPOSE:

Students will examine patient problems and identify the best nursing response.

PREPARATION:

-PATIENT RELATIONS worksheet (on page following) duplicated.

PROCEDURE:

1. Use the PATIENT RELATIONS worksheet enclosed or develop your own. Using the sample problem, explain to students how to rank order numerically, indicating they should write a one (1) by their first choice, a two (2) by their second, and a three (3) for their last choice. Assure them that they are not to put their names on the worksheet and that they will not need to share their answers if they do not want to.

2. Have students complete the worksheet.

3. With students discuss their answers. The students can keep their own papers or they can be collected and redistributed in such a way that no one knows whose paper they have. Be sure to tell students they may "pass or decline to answer with no penalty. You might begin by asking:
   a. How many selected "a" for their first choice for question one? "b"? "c"?
   b. What are some reasons that people differ in their choices?
   c. Would anyone like to tell how they rank ordered the answers to question one and why?
   d. What are some real life situations where you have had to or might have to make choices such as these in question one?
   e. Would you rank order them in the same way or differently at another time? Why?

   Repeat these questions for worksheet questions 2,4 and 5.
   For question # 3 ask:
   a. How many people would have chosen a different ranking for question 2 if the patient were a woman?
   b. Who would be willing to share the reasons why their answers would have been different?

4. (OPTIONAL) Record on the chalkboard while students list, some "Rules for Successful Patient Relations." Select the best items to duplicate or display on a poster or bulletin board.

PATIENT RELATIONS Worksheet

PRACTICE EXAMPLE:

If someone were to offer you a treat RIGHT NOW, indicate which you would prefer in rank order, i.e. by putting a "1" by your first choice, a "2" by your second choice, etc. until all items are numbered.

____ a. apple ____ b. coke ____ c. candy bar ____ d. Big Mac

RANK ORDER THE ANSWERS TO THE FOLLOWING PROBLEMS AS IF YOU WERE "ON THE JOB."

1. If a patient complained that their bath water was too hot or too cold, even after you had had them test it, what would you do?

    ____ a. Quietly make it warmer or colder and have them test it again.
    ____ b. Remind them that they had tested the water and agreed that it was fine.
    ____ c. Call another nurse to complete the bath.

2. A male patient is uncooperative or using abusive language with all of the staff on the floor. What do you, as the supervising nurse, do?

    ____ a. Ignore his behavior as typical of that type of male and tell your staff to do the same.
    ____ b. Ask the doctor in charge of the patient or the doctor in residence to speak to this man and tell him he must treat the staff with more respect.
    ____ c. Sit down and ask him why he feels it necessary to use such language, telling him that your staff will be far more willing to serve him if he will treat them with respect.

3. Would you change the rank order of the items in question number three if the person being uncooperative or using offensive language were a woman instead of a man? Why or why not?

4. A relative has come to visit a patient on your floor and is upsetting the patient by yelling and complaining about how terrible things are at home. What do you do?

    ____ a. Ask the visitor to step outside and tell them you think they are upsetting the patient.
    ____ b. Tell the patient's doctor that the visitor is upsetting the patient.
    ____ c. Wait until the visitor leaves and then talk with the patient to ease their mind and help them feel better.

5. A patient complained so much that a medical support was uncomfortable that the nurse agreed to remove this support. When the patient later had problems because the support had been removed too soon, the nurse repeatedly told the patient that the device should never have been removed. This made the patient feel bad. Why did the nurse do that?

    ____ a. To be sure that, in the future, the patient would not request that such a support be removed.
    ____ b. To explain to the patient why there was a problem now.
    ____ c. To express his/her own frustration and anger at him/herself for agreeing to remove the support.

Highlighting Health Careers

PURPOSE:

A long term activity to have students:
1. Use and demonstrate knowledge about Health Occupations.
2. Plan a program to encourage enrollment of both females and males.
3. Practice leadership and communications skills.

PREPARATION:

-Data gathered in HEALTH - A CARING CAREER (p. 73) or other information about the various careers for both males and females in the Health Occupations.
-Health care demonstration materials.
-(OPTIONAL) CAREER LADDER APPROACH TO PROFESSIONAL NURSING handout (p. 74).

PROCEDURE:

1. Have the students plan a program for 7th and 8th grade students to answer the question: What kinds of jobs are available in the Health Occupations? and What do you learn to do in a Health Occupations course? This program will include:
   a. Information about:
      (1) All the various job opportunities in the Health Occupations for females and males.
      (2) The pay scale and other benefits of choosing Health Occupations as a career.
      (3) The possibilities for advancement in these careers (CAREER LADDER APPROACH TO PROFESSIONAL NURSING).
   b. Demonstrations of a few of the skills that are learned in the Health Occupations classes. Be sure to include both females and males as demonstrators. Students should all be in appropriate uniform.
   c. Suggestions of courses or other preparation potential students might consider for Health Occupations careers.
   d. Explanation of HOSA (Health Occupations Students of America) VICA or other student Health Occupation organization: purpose, activities, how to join, benefits.

2. Encourage as many students as possible to participate in this program. Some can be directors of overall program planning. Some can be responsible for setting up and coordinating programs with guidance counselors. Others can be responsible for publicity in school and local newspapers, on bulletin boards, through flyers, etc. Be sure to assign leadership roles equally to both sexes.

Health — A Caring Career

PURPOSE:

Students will:

1. Identify a variety of continuing career opportunities, including those that are non-traditional, in the field of Health Occupations.

*2. (OPTIONAL) Compile information on further career steps in the field of Health Occupations.

PREPARATION:

-A CAREER LADDER APPROACH TO PROFESSIONAL NURSING (on page following) duplicated.
-Nursing school catalogs.
-Professional nursing journals.
-(OPTIONAL) Guest speakers from nursing schools or people specializing in various Health Occupations. (Be sure to include non-traditionals if possible)
*(OPTIONAL) Materials for making charts.

PROCEDURE:

1. Using catalogs and journals, have students list the career possibilities in Health Occupations. Use chalkboard for student viewing. (Guest speakers may be invited to provide additional and personal information.)

2. Discussion Questions:
   a. Why did you choose Health Occupations as a career field?
   b. Who influenced you to make this career choice?
   c. Why are careers in the Health Occupations good for non-traditionals?
   d. What are the advantages, disadvantages of continuing education in Health Occupations.
   e. Why would you choose one area of specialization in Health Occupations over another?

*3. (OPTIONAL) Have students make charts of the career information using pictures from resources. These might include career ladders for various health areas modeled on the example provided. The charts could be displayed in the classroom or used in the feeder schools and for parents as part of recruitment programs. Be sure that opportunities for non-traditionals are emphasized.

4. (OPTIONAL)
   a. Have students compile the qualifications required and the responsibilities for the jobs they listed (above in step 1).
   b. Have students each choose two specialized areas in Health Occupations and research the answers to the following questions: (One of these two areas should be non-traditional, if possible.)
      (1) What is the pay scale for each job?
      (2) Are there differences in either pay scales or titles between men and women?
      (3) What are the possibilities for career advancement in each job?
      (4) What are the educational and certification or licensing requirements?
   c. Arrange a tour of a health care institution. Special attention should be given to the non-stereotyped positions, i.e. EKG technician.

A Career Ladder Approach
to
Professional Nursing

Attend a Graduate School for a Master's Degree in Nursing

↑

Work for One Year as a Registered Professional Nurse

↑

Attend a University to Get a Bachelor's Degree in Nursing

↑

Attend a School for a Registered Nurse — Associate Degree

↑

Work for One Year as a Licensed Practical Nurse

↑

Attend a School of Practical Nursing

↑

Work for One Year as a Nursing Assistant

↑

Become a Nursing Assistant

CAREER DAY
sponsored by
Cortland Memorial Hospital
SUNY Cortland

Industrial Arts

Activity	*Theme*	*Page*
EMPLOYMENT MARKET	Exploration	77
DRESS FOR SAFETY	Habitudes	7[illegible]
SO YOU WANT TO BE PRESIDENT	Leadership	[illegible]
I A AND YOUR FUTURE	Career	[illegible]
Qualifications for Employment — Worksheet		[illegible]

Although no particular activity is included for Industrial Arts in Human Relations, nearly all of the Human Relations activities are suitable as they are, or can be easily adapted for Industrial Arts. The only Human Relations activity not suitable or easily adapted for Industrial Arts would be PRACTICING PATIENT RELATIONS for Health Occupations.

Employment Market

PURPOSE:

This is a long term activity in which students will:

1. List four career opportunities in Industrial Arts including at least one in which people of both sexes are fairly well represented.
2. Identify apprenticeship opportunities and job qualifications in Industrial Arts careers.

*3. (OPTIONAL) Interview a person working in an Industrial Arts career to determine advantages and disadvantages in that career.

**4. (OPTIONAL) Share information about Industrial Arts careers with junior high students and the community.

PREPARATION:

-Printed materials showing and/or explaining various jobs in Industrial Arts from union, industry, state and federal government publications.
-APPRENTICEABLE TRADES IN NEW YORK STATE handout (p. 30) duplicated.

PROCEDURE:

1. Have students list different careers in Industrial Arts (trade-industrial-technical-sales). Include some areas where non-traditionals are fairly well represented. Write the list on the chalkboard or overhead.

2. Have students choose one career to research on their own or assign careers to committees of students for research. After making handout available, have students find the answers to the following questions for each career:
   a. Is this career apprenticeable?
   b. Is this career generally a union job?
   c. What are the qualifications needed for this career?
   d. What are the opportunities in this career on the national, state and local levels?
   e. Are non-traditionals well represented in this career?

*3. (OPTIONAL) As part of their research, have students interview a person working in the career area and ask these questions:
   a. What do you like about being a ____________________?
   b. What are the disadvantages of being a ______________?
   c. (If traditional sex for this job) Could a non-traditional (say "man" or "woman") do the job you do? Why or why not?

**4. (OPTIONAL) To enable students to share the information they collect:
   a. Have the students make a set of posters to present information on these careers. Include both men and women in all career areas. Display posters in schools, at open house, or in shopping malls.
   b. Have students put together a simulated interview program. Students will portray people in various Industrial Arts careers and one student might portray the "talk show host." The program could be audio taped or videotaped.

Either of these activities could be used by students with junior high classes or with parent and community groups to explain careers in Industrial Arts. Be sure to include both female and male students in any such program.

F. Di Salvo

Liv-Steu-Wyoming BOCES
C. G. May Occ. Center

Dress for Safety

PURPOSE:

Students will:
1. List both safe and unsafe ways to dress for work in the Industrial Arts shop.
2. Develop from the above list a DRESS for SAFETY code for their shop.

*3. (OPTIONAL) Make posters to illustrate their code.

**4. (OPTIONAL) Prepare a demonstration of how to and how not to dress for the Industrial Arts shop.

PREPARATION:

Write the following headings on the chalkboard or overhead:

DRESS SAFETY			
For Boys		For Girls	
DO's	DON'T's	DO's	DON'T's

PROCEDURE:

1. Ask students to make contributions to the list. Suggestions to help students think of items: for boys, DO wear shirts buttoned, DON'T wear large belt buckles; for girls, DO wear hair tied or pinned back from face, DON'T wear bracelets. Encourage brainstorming and list as many items as possible. Even though the Industrial Arts class may have students of only one sex, be sure to include dress safety lists for both boys and girls.

2. Once lists are completed, ask students to find the major factors that should be listed in a general safety code for the Industrial Arts shop. Encourage students to combine items for males and females; for instance "metal accessories" would include jewelry and buckles.

3. Question the teacher might ask as lists are being made or once lists are completed:
   What injury or damage might result if this DO (or DON'T) is not followed in the Industrial Arts shop?
   (The point should be made here that not only are PEOPLE injured, but that damage often results to machinery and to materials.)

4. Display the DRESS for SAFETY code which the students develop in the classroom.

*5. (OPTIONAL) Students who finish their regular work and clean up early might work on a poster to illustrate the DRESS for SAFETY code. Students who have make-up work or who need extra credit might also make a poster. Be sure both boys and girls are included on posters.

**6. (OPTIONAL) Students might develop a skit or demonstration of how to and how not to dress for Industrial Arts shop. The demonstration could be shared with other Industrial Arts classes or performed for an assembly. Include both boys and girls in any demonstration.

F. Chierico
J. Chierico

Rochester City Schools
Greece Central School Dist.

So You Want to Be President

PURPOSE:

Students will:
1. Identify qualities desireable in a good leader.
2. Identify both female and male roles in developing leadership.

PREPARATION:

*(OPTIONAL) Filmstrip, EXPANDING ROLES IN A CHANGING WORLD (See resources for vocational equity in the classroom, p.163)

*(OPTIONAL) A woman in a non-traditional leadership role in Industrial Arts or the building trades to speak to students.

PROCEDURE:

1. Have students brainstorm a list of the good qualities a PERSON can possess (friendly, responsible, considerate, capable, etc.). Record the list on the chalkboard or overhead.

2. Have each student select a CODE NAME that does not indicate their sex. Examples: Road Runner, Fox, Pilot, Roman, etc. THE CODE NAME SHOULD NOT BE KNOWN TO ANYONE BUT ITS OWNER.

3. Have each student list five of their positive traits. Students should note their sex by placing an "M" or "F" at the top of their paper along with their CODE NAME.

4. Explain the procedure (these steps 4 & 5) to be followed to the students. Then randomly select 12-15 of these lists to be duplicated, copied on the chalkboard or shown on overhead for student use. ONLY CODE NAME AND NOT "M" OR "F" should be included on these lists for student use.

5. Ask students to nominate class officers (President, Vice President, Secretary and Treasurer) in a non-traditional way without knowing who the person is, but by using only the code name of the quality list. Once nominations are completed, have students vote, by secret ballot, for the Code Name Candidates of their choice.

6. After counting class votes, give the code names of the people who were elected as officers and have these people identify themselves.
   Discussion Question:
   a. Were boys chosen for the traditional leadership positions, Pres., V. Pres. ? Why or why not?
   b. Were girls chosen for their traditional positions, (Sec., Treas.)? Why or why not?

(Continued on page following)

F. Chierico
J. Chierico

Rochester City Schools
Greece Central School Dist.

7. Discuss the following questions with students while listing their answers on chalkboard.
   a. What qualities do men possess that enable them to be good leaders?
   b. What qualities do women possess that enable them to be good leaders?
   c. Are the lists different for questions a and b above? If so, what qualities might be taken from each list to describe the qualities a good leader would have, no matter what their sex?
   d. Why might a woman not be chosen for a major leadership role such as president, chairman of the board, etc.?
   e. Why are women often chosen for a supporting role such as secretary, assistant, etc.
   f. What reasons might be given as to why women should not perform leadership roles?

*8. (OPTIONAL) As additional reinforcement or follow-up, these activities might be used:
   a. Filmstrip, EXPANDING ROLES IN A CHANGING WORLD.
   b. A woman in a non-traditional leadership role in Industrial Arts or the building trades to speak to students.

IA and Your Future

PURPOSE:

Students will determine:

1. The many different jobs that Industrial Arts courses can lead to.
2. The qualifications needed for these jobs.
3. That qualifications for employment are not defined by sex.

PREPARATION:

-Newspaper want ads that students bring to class.
-QUALIFICATONS FOR EMPLOYEMENT worksheet from page following, duplicated for class use.

PROCEDURE:

1. Ask students to use the newspaper want ads to come up with a list of jobs that Industrail Arts courses might lead to. The list written on on the chalkboard might look like this:

   EXAMPLES OF JOB OPPORTUNITIES THAT IA COULD LEAD TO:

   Construction laborer
   Apprentice in planning or sales
   Apprentice in carpentry or masonry
   Plumber or surveyor
   Office Manager
   Secretary or clerk for construction firm
   Equipment operator
   Assistant in drafting office
   Equipment maintenance
   Repair person
   Custodian
   Metalworking apprentice
   Ceramics worker
   Printer's helper
   Cabinetmaker's apprentice
   Photographer's assistant

   Through discussion with the teacher and among themselves, students will learn what each job entails.

2. When the list is fairly complete, distribute the QUALIFICATIONS FOR EMPLOYMENT worksheet and have the students answer the questions there. After the class has completed the questions, discuss their answers,and then ask the following questions.
   a. What jobs on the list the class made is M. Smith qualified for? Why?
   b. Are M. Smith's qualifications good for only a few jobs? Or are these good qualifications for many or all jobs?
   c. Which of M. Smith's qualifications are most important? Which are the least important?
   d. Can the skills learned in IA lead to a job? How?

3. (OPTIONAL) a. Have students research any job in which they have an interest in order to answer the following questions:
   a. What are the requirements necessary for the job?
   b. Is this job exclusively for a female or for a male?
   c. What requirements might limit this job to one sex?
   d. How has IA helped prepare you for this job?
   e. Has your perception of this job changed after answering these questions? If so, how?

   Have studentsshare their results with the class.

QUALIFICATIONS FOR EMPLOYMENT

M. Smith will be a senior in high school, has had several courses in Industrial Arts and is applying for a summer job. In the interview and from the references, the Director of Personnel finds that M. Smith has the following qualifications.

1. A knowledge of the company through a previous summer job.
2. A good grade average.
3. A good attendance record.
4. Business and math skills.
5. A pleasant personality.
6. A number of skills learned from taking Industrial Arts courses.
7 Recommendations that indicate the candidate is dependable and has the ability to get along with other people.
8. A knowledge of safety precautions and an awareness of the importance of following instructions.
9. A driver's license.
10. Good health and neat appearance.

Worksheet Questions

YOU are the Director of Personnel who is interviewing M. Smith. Choose from the list the class has made on the chalkboard, a job for M. Smith in your company. Then answer these questions:

1. What job did you choose for M. Smith? ____________________
2. Why did you choose this job? ____________________
____
3. Which of M. Smith's qualifications do you see as necessary for all areas of employment? (Numbers) ____________________
4. Do you think that M. Smith is a male or a female? __________
Why? ____________________
5. If you learned that the person currently filling the position you chose for M. Smith is a female, would you change your mind about placing M. Smith there? ______ Why? ____________________
____
6. In looking over the qualifications of the applicant, do you think that M. Smith is overqualified for any jobs? __________
Which ones? ____________________
____
7. Is M. Smith underqualified for any of these jobs? ______ Which ones? ____________________
8. If you now learn that M. Smith is a female (or a male if you thought a female), would you change your job offer? ______ Why or why not?
____
9. Which of the jobs on the chalkboard list would you be interested in? ____________________
10. In what ways are you qualified for these jobs? ____________________
____
____

TRADES

Subject Area	Activity	Theme	
AC/CLIMATE CONTROL	ACCENT ON CLIMATE CAREERS	Exploration	[illegible]
	KEEP IT COOL	Habitudes	[illegible]
	ON THE JOB	Human Relations	[illegible]
	On the Job - [illegible]		[illegible]
	THE MECHANICS OF THE JOB APPLICATION	Career	[illegible]
AUTOMOTIVE	WHEEL INTO A[illegible]	Exploration	[illegible]
	WIZARD [illegible]	Habitudes	[illegible]
	WHO'D I LIKE TO WORK FOR?	Human Relations	[illegible]
	DEVELOPING A RESUME	Career	[illegible]
	Personal Experience Profile - Worksheet		[illegible]
COMMERCIAL ART & PRINTING	ADVERTISING ADVANTAGES	Exploration	[illegible]
	WHAT IT COULD COST YOU	Habitudes	[illegible]
	What Could It Cost You? - Handout		[illegible]
	[illegible] SEX [illegible] THINK NO [illegible]	Human Relations	[illegible]
	[illegible]	Career	[illegible]
CONSTRUCTION & MAINTENANCE	CONSTRUCTING CAREERS		[illegible]
	[illegible] OF [illegible]	Exploration	[illegible]
	[illegible] LETTER [illegible]		[illegible]
	STAYING ALIVE	Habitudes	[illegible]
	CARTOON COMMENT	Human Relations	[illegible]
	Professor Cartoon - Handout		[illegible]
	WHAT IS CONSTRUCTION & MAINTENANCE?	Leadership	[illegible]
	[illegible]	Career	[illegible]
COSMETOLOGY	COSMETOLOGY CAREERS	Exploration	[illegible]
	PAY ATTENTION TO FEEDBACK	Habitudes	[illegible]
	CUSTOMER RELATIONS	Human Relations	[illegible]
	Customer Relations - Worksheet		[illegible]
	COSMETOLOGY IS FOR EVERYONE	Leadership	[illegible]
	KNOW YOUR RIGHTS	Career	[illegible]
	Interviewing Guidelines		[illegible]
DRAFTING	WHAT THE DRAFT CAN DO FOR YOU	Exploration	[illegible]
	THE SAFETY INSPECTOR	Habitudes	[illegible]
	Safety Check Poster - Handout		[illegible]
	GETTING ALONG ON THE JOB	Human Relations	[illegible]
	Getting Along on the Job - Worksheet		[illegible]
	WHERE IS DRAFTING DONE?	Career	[illegible]
ELECTRICAL-ELECTRONICS	LIGHT UP [illegible]	Exploration	[illegible]
	Career Decision-Making Plans		142
	ELECTRIC SHOCK	Habitudes	143
	Safety Test for Electrical-Electronics - Worksheet		144
	WIRING WHIZ	Human Relations	145
	Wiring WHiz Cartoon - Handout		146
	ENTRY INTO APPRENTICESHIP	Career	147

Subject Area	Activity	Theme
METALWORKING	DO YOU HAVE WHAT IT TAKES?	Exploration
	Do You Have What It Takes? - Worksheet	
	CARRY A TORCH FOR SAFETY	Habitudes
	Carry a Torch for Safety Metalworking Quiz - Worksheet	
	FIRST DAY ON THE JOB	Human Relations
	First Day on the Job - Worksheet	
	[illegible] UNION	[illegible]

GENERAL ACTIVITY FOR TRADES: LEADERSHIP THEME AREA

YOU, THE LEADER

Accent on Climate Careers

PURPOSE:

Students will:
1. List career opportunities in Air Conditioning and Climate Control.
2. Find pictures of both men and women performing these various jobs.
3. Identify how these careers are depicted in magazine and newspaper advertisements.

PREPARATION:

-Supplies of trade and newsstand magazines.
-Materials for making posters.

PROCEDURE:

1. Have students brainstorm a list of the various jobs titles in Air Conditioning and Climate Control. Include at least some in which non-traditionals are well represented. Record on chalkboard for class viewing.

2. Have each student select a certain number (2 or 3) of the occupations or job titles.

3. Have students find pictures including both males and females that correspond to the titles they have selected.

4. Have students mount pictures with correct job titles on paper. Pictures can then be used for a class or school bulletin board.

5. Discussion questions:
    a. What jobs do women regularly perform in Air Conditioning and Climate Control occupations?
    b. Are women or men pictured as doing the jobs in the pictures?
    c. Why might women not be pictured in these jobs?
    d. Why are jobs in Air Conditioning and Climate Control good jobs for all people, regardless of sex?

Keep It Cool

PURPOSE:

Students will:
1. Establish safe working procedures for both boys and girls in the Air Conditioning/Climate Control shop.
2. Explain why such procedures are important.
3. Construct posters to encourage safety.

PREPARATION:

-Magazines with pictures which provide photographs of people who have had injuries and which can be cut up for posters.
-Poster board, felt markers and other poster-making materials.

PROCEDURE:

1. Have students list (while the teacher records on the chalkboard) the dangers that exist when you are working with Air Conditioning and Climate Control. Ask students: Are there any special dangers for men? for women?

2. With students compile and list on the chalkboard rules that should be followed to avoid these dangers in the Air Conditioning and Climate Control shop. Be sure to avoid sex-biased language or the suggestion that only men or only women do Air Conditioning and Climate Control work. This list might be duplicated so all students could have a copy, or it might be printed on a poster for display in the shop.

3. Using pictures from the magazines, etc., have students construct "KEEP IT COOL" posters showing what can happen if the safety rules are not followed. Completed poster can be displayed in the classroom or in the school. Posters should include both men and women as technicians.

4. Questions the teacher might ask:
   a. Are there any reasons that either boys or girls should not do Air Conditioning and Climate Control work? If so, what are these reasons?
   b. Should girls as well as boys be able to do Air Conditioning and Climate Control repair in private homes?
   c. Are there some jobs in commercial Air Conditioning maintenance that would be more suited to girls than to boys?
   d. If your room air conditioning unit were broken, would you be more likely to take it to "Mary and Sue's Air Conditioning" or to "Joe & Tom's Cool-It Repair Shop"? Why?

On the Job

PURPOSE:

Students will:
1. Examine some problems they might encounter in working with women and men on the job.
2. Discuss how they might deal with these problems effectively.

PREPARATION:

-ON THE JOB worksheet (on page following) duplicated.

PROCEDURE:

1. Go over the introduction to the ON THE JOB worksheet with students.

2. Ask students to complete the worksheet. Assure them that they are not to put their names on the worksheet and that they will not need to share their answers if they do not want to.

3. With students discuss their answers. The students can keep their own papers or they can be collected and redistributed in such a way that no one knows whose paper they have. Be sure to tell students that they may "pass" or decline to answer with no penalty. You might begin by asking:
   a. How many indicated "a" for the answer to question one? "b"? etc.
   b. (If no one chose a certain answer) Why did no one choose ___ for their answer?
   c. What are some reasons that people differ in their choices? Did boys choose different answers from the ones girls chose? Why or why not?
   d. What are some actual situations where you had had to or might have to make choices such as these in questions one?

Repeat questions a through d (above) for questions three and four.

For questions two and five ask:
   a. Would someone who answered the question the same way be willing to share the reasons why they did?
   b. Would someone who chose a different answer to question number one tell what that answer was and why they answered differently?

ON THE JOB
Worksheet

INTRODUCTION: Each of the following is a situation which might occur on the job. Think about each one and about what you would do if you were in that situation. Choose the answer which best explains what you think you should do. Be prepared to explain why you chose that answer, only if you are willing to share your answer. It is not necessary for anyone to share an answer if they do not want to.

1. The job supervisor has failed to take a necessary safety precaution. What do you do?

   a. Point out the error to the job supervisor.
   b. Ignore the error.
   c. Report the error to the boss as you are concerned about the safety of yourself and your co-workers.
   d. Tell a co-worker hoping that the co-worker will tell either the job supervisor or the boss.

2. If the job supervisor in question one were a woman, would you:

   a. Still choose the same answer to question one?
   b. Choose a different answer to question one?

   If you would choose a different answer, put an "X" in front of that answer.

3. A non-traditional (opposite of the sex usually employed) or minority group member has just been hired. Several workers on the job are angry about this. Your responsibility is to:

   a. Ignore the situation so as not to make your co-workers angrier and make the situation worse.
   b. Suggest to those who are angry that they should wait and see what kind of job this person does.
   c. Quietly be a friend to the new worker and give help when it is needed.
   d. Tell the boss that there is a problem with the new worker and the rest of the workers.

4. You are the supervisor on the job. One of your workers is an older person who has always done a good job and who has been with the company for fifteen years. Lately this person has not been doing the job. This person has also often picked on the younger workers telling them they do not know how to do the job. What do you do?

   a. Warn the person that, if the work does not improve, they will be fired.
   b. Fire the person.
   c. Give the person less of a work load and ask the rest of the workers to understand.
   d. Sit down with the person to find out what the problem is and what might be done.

5. If the supervisor in question number 4 were a woman (or man if your class is made up mostly of girls), would you:

   a. Choose the same answer for question four?
   b. Choose a different answer for question four?

   If you would choose a different answer for question four, put an "X" in front of that answer.

The Mechanics of the Job Application

PURPOSE:

Students will:

1. Correctly fill out a job application form.
2. Practice qualifying for a non-traditional job.
3. Practice critiquing skills.
4. Consider what is fair or unfair to ask on a job application.

PREPARATION:

Have the following materials duplicated for student use:

-Two copies for each student of the sample employment application form from the following page.

-List of jobs available in Air Conditioning and Climate Control not on the application form.

PROCEDURE:

1. Using the list of jobs (on the form and on the list provided) and the definition of "non-traditional" from KEY WORDS(p. 11), have students select two jobs they think they would like. One of the two jobs should be one usually held by someone of the opposite sex.
2. Direct students to fill out a job application form as if they were applying for the job typically held by members of their sex. Students will use their own background information and should include any special qualifications they believe they have for that job.
3. Have students fill in the second application form as if they were applying for a job typically not held by members of their sex.
4. Discussion Questions:
   a. What problems did you encounter in filling out the first application? Were there additional problems in trying to complete the second application?
   b. Was there any question on the application you filled out that identified whether you were a male or a female?
   c. Statistics state that less than half of the people submitting a job application ever get interviewed. Why do you think this is so?
   d. Would it be easier for you to talk to a potential employer rather than to fill out a job application form? If so, why?
5. Collect an application from each student and select a few to read aloud without revealing the name of the student. Have the class point out the good points as well as any weaknesses.
6. Use the following statement and questions for discussion. These may be put on a worksheet, written on the chalkboard or read aloud to students.

   Statement: THE APPLICATION YOU HAVE FILLED OUT DOES NOT DISCRIMINATE ON THE BASIS OF SEX. YOU MAY BE ASKED TO FILL OUT APPLICATIONS WHICH ASK FOR MUCH MORE PERSONAL INFORMATION OR YOU MAY BE ASKED SUCH QUESTIONS IN AN INTERVIEW.

   Questions:
   a. You may be asked how long you have lived at your present address and whether you own or rent your home. Why would your employer want to know this information?
   b. You may be asked how many children you have and what their ages are. Do you think it is fair to ask that? Why or why not?
   c. The application you filled out asks for the dates of school attendance. In what ways may this question be unfair?
   d. You may be asked if you are married, single or separated. Would you want to answer that question? Why would an employer want to know?
   e. Applications often ask you to list physical defects or medical problems. This is not considered unfair. Why not?

RGE

APPLICATION FOR EMPLOYMENT

Rochester Gas and Electric Corporation

AN EQUAL OPPORTUNITY EMPLOYER

Please Print in Ink

Name ______________________ (Last) (First) (Middle)   Social Security # ______________

Address ______________________ (Street) (City) (State) (Zip Code)   Phone # ______________ (Area Code & Number)

CIRCLE HIGHEST GRADE COMPLETED	GRADE SCHOOL 1 2 3 4 5 6 7 8	HIGH SCHOOL 9 10 11 12	COLLEGE 1 2 3 4	GRAD SCHOOL 1 2 3 4

EDUCATION

	NAME	DATES (Month & Year) FROM	TO	MAJOR SUBJECTS	DIPLOMA or DEGREE	AVERAGE
GRADE SCHOOL						
HIGH SCHOOL						
COLLEGE						
GRADUATE SCHOOL						
APPRENTICE, BUSINESS OR VOCATIONAL SCHOOL						
OTHER TRAINING SKILLS (Factory or Office Machines Operated, Special Courses, etc.)						

LIST ALL EMPLOYMENT. ACCOUNT FOR ALL PERIODS, INCLUDING UNEMPLOYMENT AND SERVICE WITH U.S. ARMED FORCES. ALSO INCLUDE RELEVANT VOLUNTARY AND/OR PART-TIME WORK EXPERIENCE.

USE ADDITIONAL SHEET IF NECESSARY.

EMPLOYMENT

DATES	NAME & ADDRESS - EMPLOYER (Start with present or most recent employer)	1 JOB TITLE 2 JOB DUTIES	WAGES	REASON FOR LEAVING
FROM Month Year TO Month Year		1 2	STARTING $ per FINAL OR CURRENT $ per	
FROM Month Year TO Month Year		1 2	STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2	STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2	STARTING $ per FINAL $ per	

Indicate Number of Years for Occupations in which you had Experience

EXPERIENCE

OCCUPATION	YRS	OCCUPATION	YRS	OCCUPATION	YRS	OCCUPATION	YRS
ACCOUNTING OR BOOKKEEPING		SHORTHAND-W.P.M. ( )		FIREMAN-BOILERS		PIPE FITTING	
CLERICAL		TELLER		FORK LIFT OPERATOR		MACHINIST	
COLLECTOR		TELEPHONE OPERATOR		STOCKKEEPER		PAINTER	
COMPUTER OPERATOR		TYPIST - W.P.M. ( )		AUTO MECHANIC		MASON	
CUSTOMER RELATIONS		ELECTRICAL WIRING		MECHANIC-MAINTENANCE		CARPENTER	
DRAFTING		ELECTRICAL MOTORS		PNEUMATIC EQUIPMENT		PLUMBING	
KEY PUNCHING		LINEMAN		SURVEYOR		SHEET METAL	
PRINTING EQUIPMENT		JANITOR		MILLWRIGHT		WELDING	
PROGRAMMING		ENGINEER-STATIONARY		RIGGER		PAVING	

POSITION DESIRED

Do you prefer work that is Manual ☐ Clerical ☐ or Professional ☐ Wages expected ______

Do you prefer Full Time? ☐ Part Time? ☐

Specifically what position do you desire ______________________

(over)

ADDITIONAL REQUIRED INFORMATION

Are you a United States Citizen? Yes ☐ No ☐

Who referred you to Rochester Gas and Electric Corporation? ______________________

Have you ever worked for Rochester Gas and Electric Corporation before? Yes ☐ No ☐

What department? ______________ When? ______________

Are you under age 18?* Yes ☐ No ☐

Are you over age 70?* Yes ☐ No ☐

Are you willing to work rotating shift work? Yes ☐ No ☐

Are you willing to work overtime if required? Yes ☐ No ☐

Have you ever been convicted of a crime other than a traffic misdemeanor? Yes ☐ No ☐

If yes, please explain ______________________

Do you have a valid New York State Driver's license? Yes ☐ No ☐

*Applicable State and Federal laws prohibit discrimination because of race, color, religion, national origin, age (18 - 70), sex, disability, or marital status.

PROJECT MOVE 81 81

Wheel into a Job

PURPOSE:

Students will identify many of the career opportunities available to both men and women in the Automotive field.

PREPARATION:

-Excerpts showing and/or explaining various Automotive jobs such as the OCCUPATIONAL OUTLOOK HANDBOOK and materials from: (1) unions, (2) small businesses, (3) trade organizations, and (4) federal, state and local government publications.

*(OPTIONAL) Materials for making posters; audio or videotaping equipment.

PROCEDURE:

1. Have students list a number of different Automotive careers (trade, industrial, technical, sales). Include at least one area in which non-traditionals are fairly well represented. Use chalkboard to brainstorm student input for class viewing.
    a. Break down areas to identify competencies or skills required.
    b. Have students demonstrate a skill related to a specific career.
    c. Ask students if they know anyone working in these jobs. Have them share (informally) what they know about how the person likes the job and what the job entails.

*2. (OPTIONAL) The following activities may be done in class as an application of the lesson.
    a. Have the students use the information they collect to make a set of posters giving the information on these careers. Include both men and women in the posters.
    b. Have students put together a simulated interview program. Students will portray people in these various Automotive careers and one student might portray the "talk show host." The program can be taped or videotaped. It could be used in junior high school classes to explain careers in the Automotive field.

3. (OPTIONAL) The following are activities which might be used for a follow-up lesson, or for an additional or outside assignment.
    a. Have students contact the State Department of Labor and inquire about apprenticeship opportunities in Automotive jobs. (see p.30)
    b. Have students find out what opportunities there are in these Automotive careers on the state, national and local levels.
    c. Have students interview people working in these career areas. Some questions they might ask are:
        1) What do you like about being a ________________?
        2) What are the advantages of being a ______________? What are the disadvantages?
        3) (If traditional sex for this job) Could a non-traditional (say "woman" or "man") do the job you do? Why or why not?

    Have students share this information with the rest of the class.

Project MOVE staff

Hazard Hunt

PURPOSE:

Students will:
1. Identify safety hazards in the Automotive shop.
2. Draft items for a safety quiz for their class.

PREPARATION:

Purposely establish 5 to 10 safety hazards in the shop, for example:
- a. Leave equipment turned "on" even though not in use.
- b. Leave rags and chemicals and other materials open and lying around.
- c. Take eyeglass wear or other safety equipment and place it where it is difficult to find and less likely to be used.

PROCEDURE:

1. Organize a safety hunt in the Automotive shop: Purposely have 5 to 10 unsafe conditions and have students write down what they are. (See Preparation above.) A prize might be given for those students who identify the most items.

2. Have students make up a safety quiz appropriate for their shop. Ask each student to write two or three questions that could be part of the safety test. Examples:
   - a. Always ________ your hands and clothes when working with chemicals.
   - b. ____________ wires should be covered with tape or tubing to prevent short circuits.

   Select items from students' work and give as a quiz at some later date.

3. Questions for discussion: (To promote the idea that BOTH boys and girls can be and should be equally concerned about safety.)
   - a. Were the girls any better than the boys at discovering safety hazards? Why or why not? (If no girls are in class, ask, "Would girls be any better...?")
   - b. Do you feel that girls are more (would girls be) concerned about safety dangers than boys are? If yes, is it because girls are told to be more careful or are more fearful of accidents?
   - c. What could be done to make your Automotive shop a safer place for both boys and girls to work?
   - d. Would you prefer your partner in the shop to be a boy or a girl? Why?

4. Discuss any sex-biased language or stereotyping used in the shop.

Who'd I Like to Work for?

PURPOSE:

Students will:
1. Determine characteristics for the kind of person they would or would not want to work for.
2. Determine if the sex of the person who would be their employer would make a difference in their work attitude or behavior.

PREPARATION:

-Duplicate incomplete sentences (below, step 2) or write them on the chalkboard or overhead.

PROCEDURE:

1. Distribute incomplete sentences or blank paper. Explain to the students that they are not to put their names on the paper and that they should make each item a sentence by writing down the first words that come into their minds.

2. Questions to be duplicated or written on chalkboard or overhead.
   a. People who are clock watchers are ________________.
   b. Having bells ring to tell people the time is ____________.
   c. When a woman is late, it is probably because she is ________.
   d. When I have to wait for someone I ________________.
   e. When a man is late, it is probably because he __________.
   f. The best kind of person to work for is one who__________.
   g. If I worked for a grouchy person, I would_____________.
   h. One thing I would want my employer to do is ___________.
   i. One thing I would not want my employer to do is _________.
   j. If my employer were a woman, I would be _____________.
   k. If I were an employer, I would want employees who_________.
   l. If employees don't do their work, the employer should ______.
   m. If I could choose a man or a woman to work for, I would choose a ____________ because ____________________.
   n. If the Service Manager in a repair shop were a ______ (insert MAN or WOMAN), they would be more likely to blame an error on the mechanic rather than taking the blame themselves.
   o. If the Service Manager were a ________(insert MAN or WOMAN), they would be more likely to have an unhappy customer discuss any problem with the mechanic, rather than handling it themselves.

3. Papers can be collected and redistributed in such a way that no one knows whose paper they have or have students keep their own papers, as long as they are assured they can "pass" (not give their answer unless they want to).

4. You might begin by asking if anyone would share their respnse to an item or by sharing your own response. Follow with such questions as:
   a. Why do people complete sentences differently - or the same way?
   b. Would you answer these questions differently if you were an employer rather than as an employee? (CONCLUDED ON FOLLOWING PAGE)

Project MOVE staff

c. Why would you want to know another person's ideas about things like these?
d. How might differences such as these be resolved?

Developing a Resume

PURPOSE:

Students will:
1. Discuss the importance of the resume when seeking employment.
2. List what should and what should not be included in a sex-fair resume.
3. Complete a resume.

PREPARATION:

-Booklets/resource materials on resume writing.
-PERSONAL EXPERIENCE PROFILE worksheet (on page following) duplicated.

PROCEDURE:

1. With students discuss:
   a. What is a resume?
   b. Why is it important to have a personal resume?

2. As a class, have students list what is customarily included in a resume. Write the list on the chalkboard. Then have the class answer the following questions:
   a. What information commonly included on a resume or job application do you think is discriminatory? (i.e. marital status, number of children, sex, age, national origin, etc.)
   b. What information, which is not discriminatroy, should be included on a resume?

   (To give the class examples of what is and what is not discriminatory, refer to INTERVIEWING GUIDELINES, p. 132.)

3. Have each student complete a personal resume and then answer these questions:
   a. What in your resume indicated that you are a male or a female?
   b. What indicated your age?
   c. What kinds of references should be included in a resume? Should these references be mostly from men, from women or from both?
   d. Should information such as your interests, hobbies, clubs or organizations be included in your resume? Why or why not?

4. Using the PERSONAL EXPERIENCE PROFILE worksheet, have each student write a paragraph about his/her special experience in this vocation. Then have students go back and see what, if anything, they would change, if they were applying for this job as a non-traditional. Ask students if they will share what they have changed and why.

5. Discuss with students: What are the proper procedures to follow after submitting a resume which could improve the possibility of your receiving an interview and/or a job?

R. Mulford
R. Lemieux

Oswego County BOCES
St. Lawrence-Lewis BOCES

PERSONAL EXPERIENCE PROFILE

An employer likes to know what special experience you have had. Often a small detail - a little knowledge in a specialized area or how well the application is typed - will determine which applicant is hired. Look at the following samples. Then write a short paragraph about your special experience or skills. Be prepared to give more detail when you are interviewed for the job.

AUTOMOTIVE:

My engine overhaul experience has included Ford truck engines and I attended classes in March of 1980 on these engines at the Ford training center in Buffalo. I have repair experience with both foreign and domestic cars in power transmission, steering, brakes and electrical systems. I am presently training to learn more about the diesel engine.

TRADE ELECTRICITY:

My training and experience included layout, assembly, installation, testing and maintenance of electrical fixtures and the apparatus and wiring used in electrical systems. Instruction was also provided in the reading, interpretation and understanding of residential, commercial, and industrial wiring based on controlling electrical codes. I am interested in becoming qualified to be an electrical inspector.

Now write a paragraph about your special experience:

Advertising Advantages

PURPOSE:

This is a long term activity to have students develop:

1. Leadership and communications skills as well as pride in their profession.
2. An advertising piece or flyer which:
   a. Promotes Printing, Photography and Commercial Art courses.
   b. Encourages non-traditional enrollment in these courses.
   c. Gives experience in using printing, photographic and/or commercial art skills.

PREPARATION:

-School logos; a list of Printing, Photography and Commercial Art courses; course descriptions; cut-outs from magazines, newspapers, trade journals, etc., showing people working in both non-traditional and traditional jobs in this career field. Emphasis should be placed on people working in non-traditional jobs in areas where non-traditionals are still a rarity or the exception.

-Examples of advertising and promotional flyers.

PROCEDURE:

1. Enlist a committee of students from Printing, Photography and Commercial Art courses and vocational organizations or clubs to make advertisements in the form of brochures, flyers or posters to send to junior high and elementary schools describing these courses. Emphasis should be placed upon non-traditional opportunities including the use of role models (in photographs, etc.) (The WHAT DO YOU SEE? activity, p. 23, might be used as an introduction, to help students see the stereotyping that often exists in advertising.)
2. Have students submit headlines (titles, captions for pictures) that will attract attention. Hold a judging session showing samples of various headlines submitted, to pick those that the group feels are the the most effective. Be sure to point out and then correct any stereotyping.
3. Have students collect materials and produce individual or small group examples of the above-mentioned flyers or advertisements.
4. With students choose the best example or combine parts of several to produce the best advertising piece. Arrange for duplication. Attractive printing can be obtained through the use of color. Arrange for distribution and publicity through community and school sources. (Students should plan and carry out as much of this step and all steps as possible.)
5. Discussion Questions (which should also be answered in the advertisement):
   a. Why should students choose Printing, Photography or Commercial Art careers?
   b. Why should non-traditional students consider these courses?
   c. What are other ideas that can be used to explain reasons why prospective students should consider non-traditional courses and jobs in Printing, Photography and Commercial Art. (Examples: open house, talks by students and tradespeople.)

What It Could Cost You

PURPOSE:

Students will:

1. Identify safety rules that both males and females should follow in the Commercial Art and Printing shops.
2. Design safety posters using bias-free language.

*3. (OPTIONAL) Visit a business or technical school where graphics and/or printing work is done to determine what safety practices are used.

**4. (OPTIONAL) Prepare a safety test using bias-free language.

PREPARATION:

-Magazines and old newspapers which provide pictures of people who have injuries because of accidents, as well as pictures of home and social activities.
-WHAT COULD IT COST YOU? handout (on page following) duplicated.

PROCEDURE:

1. Discuss with students while listing on chalkboard or overhead, safety rules which should be followed in the Commercial Art and Printing shops.

2. Pass out WHAT COULD IT COST YOU? handout. Using pictures from the magazines, have students design their own poster based on the theme: WHAT COULD IT COST YOU? when safety rules are not observed. Explain that the poster should (as does example) apply to either girls or boys as both are equally capable of doing Commercial Art and Printing work. Be sure to emphasize the elimination of sex-biased language and avoid the suggestion - in illustrations, for instance - that one sex is less capable or less careful than the other.
Note: Students might write to unions to see if they have pre-printed safety posters to help furnish ideas. When the students' safety posters are completed, copies could be sent to the unions or to commercial firms. This is a good way to advertise your school and program.

*3. (OPTIONAL) Find a business or technical school you might be able to visit, where they do a great deal of graphics work or printing. Have the students observe during their visit and answer these questions:
   a. Do you see any safety violations occurring?
   b. Who is committing these safety violations? Men? Women? Both?
   c. What special safety precautions are being taken? Who is taking them?
Question for follow-up discussion: Is industry more or less concerned with safety than you expected it to be? Why do you think this is so?

**4. (OPTIONAL) Have the students prepare a safety test, giving examples that are appropriate for the safety of both boys and girls.
Examples: a. Never wear ____________ on the fingers, neck or wrist while at the press.
b. Roll up ___________ before starting presses.
c. Never leave a press that is _____________.

F. Chierico
J. Chierico

Rochester City Schools
Greece Central School Dist.

What could it cost you?

EYES

Seeing:
- Television.
- A sunset.
- A good book.
- A friend's smile.
- An attractive person.

HANDS

Playing a game of softball.
Buttoning your shirt.
Driving a motorcycle.
Holding hands with a special person.

LEGS

Walking on the beach.
Playing a game of tennis.
Running and hiking.
Riding a bicycle.

WHO ME?

EARS

Hearing:
- A friend's laughter.
- A bird at your window.
- A rock concert.
- Your name called.

BACK

Playing on the beach.
Getting into your car.
Skiing; dancing.
Dancing.
Sleeping comfortably.

LIFE

The remainder of today.
Every tomorrow.
The entire rest of your life.

Unsafe action — you lose!

Project SUPER—TEACH SUNY Buffalo

See No Sex Bias, Think No Sex Bias

PURPOSE:

Students will:

1. Be able to identify printed advertisements that show people in a sex-biased and sex role stereotyped manner.
2. Explain how the advertisements could be redone to be non-biased.

*3. (OPTIONAL) Develop and design examples of printed advertisements that are not biased and are not stereotyped.

PREPARATION:

-Copies of KEY WORDS (p.11) for students or define Sex Bias, Sex Role Stereotyping, Sexism and Sex Equity for them.
-Advertisements that illustrate the use of these terms.
-Magazines, journals, etc. containing advertisements which can be cut out.

PROCEDURE:

1. Distribute KEY WORDS or define words listed in PREPARATION.

2. Discuss the terms with students showing advertisements that have good examples of the use of these terms. Point out that TV, other media and advertising have been found to generally reinforce the stereotyped images of males as being aggressive, strong, ambitious, tall, tough, active, smart, and as not being very concerned about home, family and others. Females are portrayed as being pretty, slim, sexy looking, weak, passive, concerned about family, home, others and their looks and as not being very bright or ambitious and smiling much more frequently than do males.

3. Have students find and cut out printed advertisements that show people in a sex-biased and sex role stereotyped manner.

4. Have students show their cut-out advertisements to the class and explain:
   a. Why the advertisements are biased and show sex role stereotyping.
   b. How they might be redone to be non-biased and without stereotypes.

*5. (OPTIONAL)
   a. Have students choose one of their advertisements to redesign for more equitable treatment of people. The result could be sent to the manufacturer or advertising agency.
   b. Have the class design a bulletin board using the original advertisements and the redesigned versions. The bulletin board could be displayed in the classroom, the school entrance, in the home schools or at local shopping centers.

Printing Practice

PURPOSE:

Using newspapers and other resources, such as phone directories, students will:

1. Inquire to find out more information about jobs advertised in this area.
2. Determine whether jobs are advertised for and whether benefits are available to, both males and females.
3. List the qualifications needed for jobs.
4. Identify what types of businesses offer jobs in this field.

PREPARATION:

-A variety of newspapers, both local and regional, including Sunday editions, which usually have more employment ads.
-Journals and trade magazines with want ads.
-Phone directories, local and one major city, if possible.

PROCEDURE:

1. Have students call about the positions that are advertised for a job they might want in Commercial Art or Printing. Ask:
   a. If this job is open to both women and men.
   b. What qualifications an applicant must have for the position.
   c. If the salary is the same for a female as for a male.*
   d. What benefits are available (maternity leave, paternity leave, etc.)

   *An interesting approach might be to have a female student call about the job, asking the above questions, and then having a male call (or vice versa). The answers each received could be compared to see if they differed.

2. Have students make a list of the qualifications needed for the career they would want to pursue in Commercial Art or Printing. Ask: Are any of these qualifications more likely to be held by men or by women? If so, which are more likely to be held by women? Which are more likely to be held by men?

3. Have students make a list of the companies that might employ a person trained in Commercial Art or Printing.

4. Discussion Questions:
   a. Were companies advertising who were only looking for men in the field? If so, were any reasons given for this preference?
   b. Were the qualifications any different for males than for females? If so, how?
   c. Were salaries any different for women than for men? Explain.
   d. Were there any benefits (maternity leave, for instance) that were available only to one sex?
   e. Do you think companies are really interested in hiring the best person for the job regardless of their sex?

F. Chierico
J. Chierico

Rochester City Schools
Greece Central School Dist.

Constructing Career Information

PURPOSE:

Students will:
1. Gather information on their Construction and Maintenance career area.
2. Research non-traditional jobs in Construction and Maintenance by writing letters to organizations which represent their trade.
3. Demonstrate business letter-writing skills.

*4. (OPTIONAL) Prepare a "Construction and Maintenance Careers" chart.

PREPARATION:

-Copy of OCCUPATIONAL OUTLOOK HANDBOOK.

-List of organizations, companies, unions and government agencies who have information on entering or working in the construction and Maintenance fields (or have students compile this list as another assignment).

-SAMPLE LETTER handout (on page following) duplicated for class use.

PROCEDURE:

1. Review SAMPLE LETTER with students.

2. Have students write a letter to an association, union, craft organization, club or group which represents a Construction or Maintenance trade. The letter will be in acceptable business format, will request information about the Construction and Maintenance trades, the qualifications needed, entry level positions and promotion potential. Also requested will be information about non-traditionals: how many are currently employed, what the future job opportunities for non-traditionals are, and how many have progressed beyond the entry level.

*3. (OPTIONAL) As replies are received, have students compile and transfer this information onto an informational chart about various careers in the Construction and Maintenance field. When completed, the chart should be prominently displayed in the classroom and/or elsewhere in the school. Here are just a few suggestions as to how the "Construction and Maintenance Careers" chart might be used as a device for recruiting students (non-traditional as well as traditional) into Construction and Maintenance programs:
   - -Duplicate and display the chart in home schools, in shopping centers, at career fairs, at PTA meetings, etc.
   - -Have the chart reduced and distribute it as a flyer to students, teachers and parents.
   - -Have the chart as a special article in the school newspaper.

4. Discussion Questions:
   - a. Which jobs require fewer qualifications?
   - b. Which jobs are the most available?
   - c. Which jobs have the best opportunities for advancement?
   - d. In which jobs are non-traditionals best represented?
   - e. In which jobs do non-traditionals have the greater opportunity for advancement?

F. Chierico
J. Chierico

SAMPLE LETTER

HEADING

Madison-Oneida BOCES
Spring Road
Verona, NY 13478
October 1, 1981

RETURN ADDRESS: The arrangement used by a person writing on blank stationery.

DATE LINE

OPENING

Public Relations Director
Charles A. Gaetano Construction Corp.
1506 Whitesboro Street
Uitca, New York 13502

INSIDE ADDRESS: The name and address of the company you are writing to.

Dear Public Relations Director:

SALUTATION: An opening greeting like, "Dear Ms. Morales."

BODY

I am a student in Construction and Maintenance (C&M) at the Madison-Oneida BOCES. As part of a course unit on career exploration, I would like to request information about the employment opportunities in C&M with the Charles A. Gaetano Corporation.

Would you please answer the following questions?

What is the entry level for C&M workers?
What qualifications are needed for entry level jobs?
Must you join a union and, if so, which one?
What are the promotional levels for C&M workers?
What is the pay scale for C&M jobs?
Do you have any females employed as C&M workers? If so, how many are currently employed?
If you do not currently employ females as C&M workers, would you be willing to employ them in the future?

I appreciate your taking the time to answer these questions. It will help our class to know more about employment opportunities in C&M in our area.

MESSAGE: The text of the letter; paragraphs are single-spaced with no indentations.

CLOSING

Sincerely,

Cathleen N. Lauren

Cathleen N. Lauren
Madison-Oneida BOCES

cc: Robert Morse, teacher
Construction & Maintenance

COMPLIMENTARY CLOSING: a parting phrase like, "Sincerely."

WRITER'S IDENTIFICATION: The signer's name or title or both.

CARBON COPY NOTATION: The names of those who will receive copies of this letter.

Staying Alive

PURPOSE:

Students will:

1. List dangerous conditions that may create safety hazards in the Construction and Maintenance work area.
2. Identify ways that safety hazards could be prevented or avoided.
3. Tell why good safety practices are equally important for both girls and boys.

*4. (OPTIONAL) Make posters of the safety hazards in Construction and Maintenance for display.

PREPARATION:

-Pictures, newspaper articles, posters, showing safety hazards in Construction and Maintenance. (Students can assist in collecting these.)

-Poster making materials.

PROCEDURE:

1. Ask students to make a list of the dangerous conditions and actions that might occur in the Construction & Maintenance shops. (For example, improperly setting up a step ladder would create a dangerous condition, whereas standing on the top step of the ladder would be a dangerous action.) Be sure to include clothing conditions that might be a safety hazard (tying back hair, securing loose clothing, etc.)

2. a. (Use this step if your class is all one sex.) Discuss with students: "If there were (insert "boys" or "girls") on the job, would we need to add any safety dangers to this list?"

   b. (Use this step if your class has both females and males.) Discuss with students: "Do any of these safety dangers apply only to males? Only to females?"

   Emphasize in either case that safety precautions are equally important for both boys and girls, and that both are equally capable of performing tasks and learning skills in the Construction and Maintenance trade.

3. Discuss how each safety hazard on this list can be prevented or avoided. Ask if there are any hazards which could not be prevented by either males or females.

4. With students develop a list of safety practices for tools and machines used in Construction and Maintenance. Be sure that sex fair language is used. Display this list and review it periodically.

5. Discussion Questions: (The purpose of these questions is to show that, despite stereotypes, there are few differences in the safety habits of boys and girls. If the point is quickly made, do not belabor it. If

(Continued on following page.)

F. Chierico
J. Chierico
F. DiSalvo

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Rochester City Schools
Greece Central School Dist.
Liv-Steu-Wy BOCES, May Occ. Ctr.

sex differences in safety ARE apparent, deal with the reasons given, but emphasize that the qualities of both sexes are valuable.)

   a. Why might girls be more conscious of safety than boys?
   b. Why might girls be cleaner and neater than boys in the Construction and Maintenance shops?
   c. Why might boys keep their tools in better condition than girls do?
   d. Why do these differences between boys and girls occur (if they do)? OR: Did you expect any difference between boys and girls in safety practices? Why were there no differences?

*6. (OPTIONAL) Have students make poster showing safety hazards for Construction and Maintenance. Be sure to include both boys and girls in any illustrations, etc. Display these in the classroom, elsewhere in the school, at an open house or shopping mall display.

Cartoon Comment

PURPOSE:

Students will:

1. Identify problems non-traditional workers face and determine ways to deal with or avoid them.
2. Construct a bulletin board picturing both women and men operating heavy equipment.

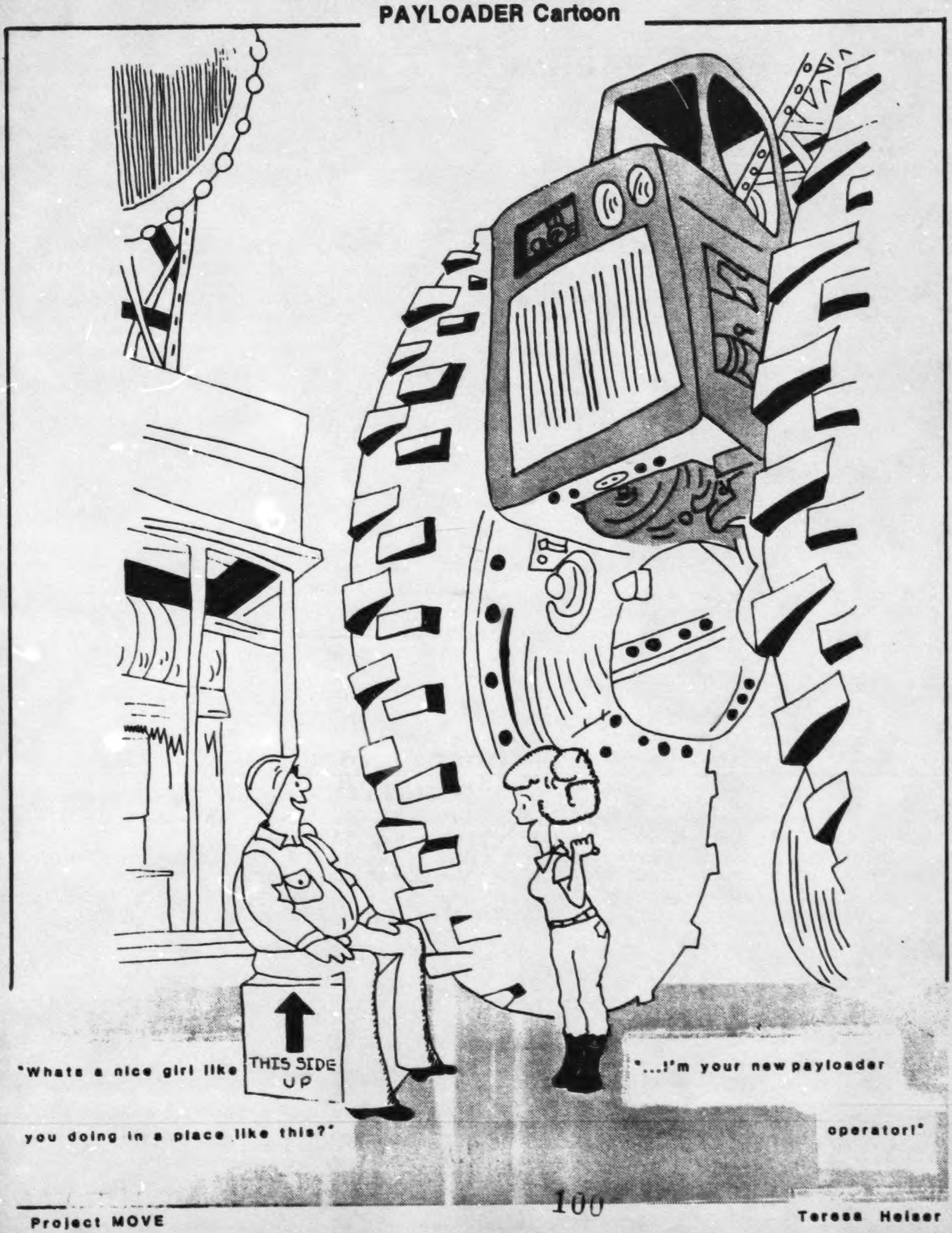
PREPARATION:

-PAYLOADER CARTOON (on page following) duplicated for distribution, or projected with overhead or opaque projector.
-Materials for doing a bulletin board.

PROCEDURE:

1. First discuss with class:
    a. Are there any reasons why women should not operate heavy equipment? What are these reasons?
    b. Are there any reasons why some men should not operate heavy equipment? If so, what are these reasons?
    c. Do these reasons reflect sex stereotyping of females? Of males?
    d. How could such sex stereotyping be overcome?
2. Distribute or project PAYLOADER CARTOON. Ask students:
    a. Is the man's reaction to the new payloader operator unacceptable? Why or why not?
    b. Why do you think he reacted this way? Would his reaction have been different if the operator were a man? (That is, "What's a nice boy like you doing in a place like this?")
    c. If you were the payloader operator, how would you feel about this comment?
3. Ask the students to rewrite the caption to show that both men and women can operate heavy equipment.
4. Have students prepare a bulletin board showing men and women operating heavy equipment, possibly also using recaptioned PAYLOADER cartoons.

PAYLOADER Cartoon



"Whats a nice girl like you doing in a place like this?"

"...I'm your new payloader operator!"

Teresa Heiser

What Is Construction & Maintenance?

PURPOSE:

A long term activity to have students:

1. Plan a program to encourage enrollment of BOTH males and females in Construction and Maintenance.
2. Identify the advantages of this career field for all students, but especially for non-traditional students.
3. Develop their leadership and communications skills by planning and presenting a program.

PREPARATION:

-Data gathered in CONSTRUCTING CAREER INFORMATION (p.113) or other information about the various careers for both males and females in Construction and Maintenance.
-Demonstration materials.

PROCEDURE:

1. Have students plan a program for 7th and 8th grade students to answer the question, "What is Construction and Maintenance?" as well as "What do you do in the Construction and Maintenance shop?" The program will include:
   a. Information about:
      (1) All the various job opportunitities in Construction and Maintenance for both females and males with emphasis on opportunities for non-traditionals.
      (2) The pay scale and other benefits of choosing a Construction and Maintenance career.
      (3) The possibilities for advancement in these careers.
   b. Demonstrations of a few of the skills that are learned in the Construction and Maintenance shop. (Be sure to include both boys and girls as demonstrators and audience participants.)
   c. Suggestions of courses or other preparation potential Construction and Maintenance students should consider.

2. Discussion Questions:
   a. Why would Construction and Maintenance be a good career field for girls?
   b. What would be the advantages and disadvantages of having women on a Construction and Maintenance crew?
   c. How could any disadvantages be avoided or overcome?
   d. Why would encouraging women to enter the Construction and Maintenance career field be good for the country?

3. Have as many students as possible participate in this program: Some can be directors of overall program planning. Some can be responsible for setting up and coordinating the presentation of the program with guidance counselors. Others can be responsible for publicity in school and local newspapers, on bulletin boards, through flyers, etc. The program might also be put on videotape or slides for use at Open House, Parents' Night, etc.

What is a Union?

PURPOSE:

Students will determine:
1. What a union is.
2. How unions function.
3. What benefits are available to men and women as union members.
4. What Right to Work laws are.

PREPARATION:

-(OPTIONAL) Poster board
-Library materials on unions or access for students to the library arranged.

PROCEDURE:

1. Divide students into four committees and have each committee research one of the following questions:
   a. What is a union and what does a union try to do?
   b. How do unions function?
   c. What benefits are available to men or women as union members?
   d. What are "Right to Work" laws?

2. The information gathered by the four committees could be shared by:
   a. Posters
   b. A newspaper or newsletter
   c. Slide show or tape presentation.
   d. Role-playing a situation in which one or more people are trying to decide whether or not to join a union while others are trying to convince these people to join or not to join a union.

3. Discussion Questions:
   a. Do both women and men join unions?
   b. What are the responsibilities of union members?
   c. Are most benefits available to union members more beneficial to men or to women?
   d. Are some benefits available only to men or only to women?
   e. Why are unions necessary?
   f. Why do some people feel that the powers of unions should be restricted?

4. (OPTIONAL) Have students write to a union for information about their trade, including any posters that might be available. Evaluate these materials to see if they are sex-fair (see KEY WORDS, p. 11). An activity which might be used as a follow-up is GETTING INTO A UNION, p. 155.

Cosmetology Careers

PURPOSE:

Students will:

1. Identify career opportunities in the field of Cosmetology.
*2. (OPTIONAL) Design career information charts and/or plan a program using the Cosmetology career information they gather.

PREPARATION:

-Beauty school catalogs; trade magazines (including copies to cut up for charts).
-Guest speakers from beauty schools or people specializing in various areas of Cosmetology. Be sure to include non-traditionals.
*(OPTIONAL) Materials for making charts.

PROCEDURE:

1. Have students research the career possibilities in Cosmetology using catalogs and trade journals. Guest speakers could be invited to provide additional and personal information.

2. With student input, list on the chalkboard or overhead the various career opportunities.

3. Have each student choose two specialized areas in Cosmetology to research in detail. One should be non-traditional if possible. Answer these questions about each career.
   a. What are the educational and certification requirements?
   b. What are the job responsibilities?
   c. What is the pay scale?
   d. Is there a difference in the pay scale for males and for females?
   e. What are the possibilities for career advancement?

4. Discussion Questions:
   a. Why did you choose Cosmetology as a career?
   b. Who influenced you to make this career choice?
   c. Why is Cosmetology a good career for non-traditionals?
   d. Why would you choose one area of specialization in Cosmetology over any other?

*5. (OPTIONAL) Students may make charts of this information to use as a classroom display and also in feeder schools for recruitment programs. Be sure to include opportunities for non-traditionals. (Or see GETTING THE WORD OUT, p. 19, for an activity to plan a program.)

Pay Attention to Feedback

PURPOSE:

Students will:
1. Distinguish positive and negative (verbal and non-verbal) feedback.
2. Identify sex bias in feedback.

PREPARATION:

Introductory explanation of the nature, sources, types and purposes of feedback.

PROCEDURE:

1. Have each student write five examples of positive and five examples of negative feedback. Some examples might be:

Non-Verbal:	Negative:	Looking away disinterestedly as someone speaks to you.
	Positive:	Looking someone straight in the eye, looking interested as they speak to you.
Verbal:	Negative:	"That's a piece of garbage!"
	Positive:	"I really like the way you have planned this project, but I think you need to put more emphasis on...."

2. Have students share their examples.

3. Define "sex bias" (see KEY WORDS, p. 11). Ask the class to determine if any of the examples given were sex-biased and if so, why they were.

   Examples: "You did a really good job - for a girl!"
   "Are boys always so sloppy?"

4. Ask students to give further examples of feedback that would be sex-biased. Write these examples on the board, then rewrite them so that they are no longer sex-biased or negative.

5. Discuss with the class the damaging effects of negative and sex-biased feedback and reinforce the idea of constructive criticism. (See FACT SHEETS, pp. 12-16.)

Liv-Steu-Wyoming BOCES

B. Weckworth

C. G. May Occ. Center

Customer Relations

PURPOSE:

Students will:
1. Identify how attitudes about customer relations may be different when an angry customer is a male or a female.
2. Determine ways to ensure successful customer relations.

PREPARATION:

-CUSTOMER RELATIONS Worksheet (on page following) duplicated.

PROCEDURE:

1. Use the CUSTOMER RELATIONS Worksheet or develop your own items. Using the sample problem, explain to students how to rank order numerically, indicating they should write a one (1) by their first choice, a two (2) by their second, and so on until all items are numbered. Assure them that they will not need to share their answers if they do not want to.

2. Have students complete the worksheet.

3. With students discuss their answers. The students can keep their own or papers can be collected and redistributed in such a way that no one knows whose paper they have. Be sure to tell students they may "pass" or decline to answer with no penalty. You might begin by asking:
   a. How many indicated "a" for their first choice for question one? "b"? etc.
   b. What are some reasons that people differ in their choices?
   c. Would anyone like to tell how they rank ordered the answers to question one and why?
   d. What are some real life situations where you have had to or might have to make choices such as those in question one?
   e. Would you rank order them in the same way or differently at another time? Why?

   Repeat the questions above for worksheet questions 2,3, and 4.
   With questions one and two ask: Would you answer these questions differently if the customers were male rather than female? What different answer would you choose and why?

4. Discussion Questions:
   a. What are some ways to prevent customer dissatisfaction?
   b. What is the best way to deal with an unhappy customer?
   c. Do you handle an unhappy male customer any differently than you handle an unhappy female customer?

CUSTOMER RELATIONS
Worksheet

PRACTICE EXAMPLE:

If someone were to offer you a treat RIGHT NOW, indicate which you would prefer in rank order, i.e. put a "1" by your first choice, a "2" by your second choice, and so on until all items are numbered.

____ a. apple ____ b. coke ____ c. candy bar ____ d. Big Mac

RANK ORDER THE ANSWERS TO THE FOLLOWING PROBLEMS AS IF YOU WERE "ON THE JOB."

1. If a customer insisted you did not do the work to their satisfaction, would you:

   ___ a. Do it over?

   ___ b. Not charge them for the work?

   ___ c. Charge them and not redo the work?

2. If a customer insists the appointment was for 12 noon and you have it listed as at 11 a.m. and were just leaving for lunch, would you:

   ___ a. Postpone your lunch to take care of the appointment?

   ___ b. Tell them you are sorry but the 11 o'clock appointment was missed and it is too late now?

   ___ c. Ask them to return at 1 p.m. and you will try to fit them in?

3. If a customer who became very upset with you were a woman, would you:

   ___ a. Feel that this behavior was typical of a woman?

   ___ b. Expect her to start crying if she doesn't get her way?

   ___ c. Think that she might start swearing at you?

4. If a customer who became very upset with you were a man, would you:

   ___ a. Feel that this behavior was typical of a man?

   ___ b. Expect him to start crying if he doesn't get his way?

   ___ c. Think that he might start swearing at you?

Cosmetology for Everyone

PURPOSE:

Students will:
1. Identify barriers to enrollment, especially non-traditional enrollment, in Cosmetology.
2. Identify the advantages for non-traditionals in Cosmetology as a career.
3. Develop visuals and other activities to encourage non-traditional enrollment in Cosmetology.

PREPARATION:

-Poster board, magazines, paste, scissors, felt markers.
-Pictures of males working in Cosmetology.

PROCEDURE:

1. Discuss with class while listing ideas on the chalkboard or overhead:
   a. What problems in home schools could be discouraging students, especially males, from enrolling in Cosmetology.
   b. How could these problems be dealt with?

2. Distribute pictures of males in Cosmetology to class and ask how these pictures might be used to recruit students. Ask class:
   a. Can males earn more in Cosmetology?
   b. Are platform artists more apt to be male or female?
   c. In films, are artists more apt to be male or female?
   d. What are some reasons people would give for men not working in or being capable of doing Cosmetology?

3. Have students make posters showing opportunities for males in Cosmetology and encouraging males to consider this career area.

4. Have students take posters back to home schools to show to guidance counselors and to display in the schools or use for open house, displays in shopping malls, etc.

5. With students plan to implement any other ideas they suggested in the discussion.

Know Your Rights

PURPOSE:

Students will:

1. Distinguish between interview questions that are lawful for employers to ask job applicants and those that are not.
2. Practice job interviews both as employer and as applicant.

PREPARATION:

INTERVIEWING GUIDELINES (on page following) duplicated.

PROCEDURE:

1. Distribute copies of INTERVIEWING GUIDELINES to students to read through. During this time explain that they should try to remember which questions may be legally asked in a job interview and which may not. Tell them that they may be given an opportunity to role play a job applicant or a job interviewer.

2. Direct students to prepare a list of three interview questions that might be asked of a job applicant including one that is illegal to ask.

3. Divide the class into pairs. Do not have all same sex pairs. Give each pair time to plan to role play two job interviews for the rest of the class. Each student will play the interviewer in one session and the job applicant in the other. While a pair is portraying a job interview, have the rest of the class listen carefully for any illegal questions. When an illegal question is asked, the other students should write down the name of the interviewer, the question and the name and response of the applicant for later discussion.
   Example: Carole - asked # of children, then about adequate child care.
   Tom -(unhappily) said his mother would care for children.

4. Following the role playing activity, the class should compare notes and comments.
   Discussion Questions:
   a. Who asked an illegal question and what was the question?
   b. What was the response to the question? Should the response have been different and, if so, how?
   c. Do you think interviewers might ask illegal questions out of ignorance of the law?
   d. Are there any times that you might consider answering an illegal question?
   e. How could a job applicant refuse to answer an illegal question without making the interviewer angry and therefore losing a chance for the job?

PROJECT MOVE 81 Project MOVE staff

INTERVIEWING GUIDELINES

ITEM	PROHIBITED INFORMATION *cannot be used to disqualify candidates	LAWFUL INFORMATION *can be used to disqualify candidates
AGE	Age, birth certificate. Any inquiry for purpose of excluding persons between 40 and 65. Inquiries as to date of graduation from college or high school to determine age should also be avoided.	Whether candidate meets minimum age requirements or is under 65. Requirement that candidate submit proof of age after hired. Whether candidate can meet terms and conditions of job.
ARREST RECORD	Any inquiry relating to arrest.	None.
CONVICTION RECORD	Inquiries regarding convictions that do not relate to performing the particular job under consideration.	Inquiries about actual convictions which relate reasonably to performing a particular job.
CREDIT RATING	Any inquiries concerning charge accounts, credit rating, etc., that do not relate to performing the particular job under consideration.	Inquiries about credit rating, charge account, etc., that relate reasonably to performing the particular job in question.
EDUCATION	Disqualification of a candidate who does not have a particular degree unless employer has proven that the specific degree is the only way to measure a candidate's ability to perform the job in question.	Inquiries regarding degrees or equivalent experience. Information regarding courses relevant to a particular job.
HANDICAPS	General Inquiries that would elicit information about handicaps or health conditions which do not relate to job performance.	Whether candidate has any disabilities which would prevent him or her from performing the job. Whether there are any types of jobs for which candidates should not be considered because of a handicap or health condition.
MARITAL AND FAMILY STATUS	Childcare problems, unwed motherhood, contraceptive practices, spouses' preferences regarding job conditions. Inquiries indicating marital status, number of children, pregnancy. Any question directly or indirectly resulting in limitation of job opportunity in any way.	Whether candidate can meet work schedule or job. Whether candidate has activities, responsibilities or commitments that may hinder meeting attendance requirements. (Should be asked of candidates of both sexes.)
MILITARY RECORD	Discharge status, unless it is the result of a military conviction.	Type of experience and education in service as it relates to a particular job.
NAME	Inquiries to determine national origin, ancestry, or prior marital status.	Whether candidate has ever worked under a different name.
NATIONAL ORIGIN	Lineage, ancestry, descent, mother tongue, birthplace, citizenship. National origin of spouse or parents.	Whether candidate is legally eligible to work in the U.S.
ORGANIZATIONS	Inquiries about membership to determine the race, color, religion, sex, national origin or age of candidates.	Inquiries which do not elicit discriminatory information.
RELIGION	Religious preference, affiliations, denomination.	Whether candidate can meet work schedule of job with reasonable accommodation by employer if necessary.
SEX	Sex of applicant, where sex is not a bona fide occupational qualification (BFOQ).	Sex of applicant, where sex is a BFOQ, i.e. the physical characteristics of one sex are necessary to perform the job, such as sperm donor or wet nurse.
WORK EXPERIENCE	Inquiries of protected class members based on generalizations about that class.	Candidate's previous job related experience.

What the Draft Can Do for You

PURPOSE:

Students will:
1. Identify a variety of career opportunities in the Drafting field.
2. Examine the skills and attributes necessary for the drafter* and determine whether men or women or both can have these skills.

PREPARATION:

-Information materials on types of Drafting positions available and skills needed from newspaper want ads, etc.

-Role models, i.e., persons successfully employed in Drafting. (See Procedure 2 below.)

PROCEDURE:

1. Ask students to list as many career opportunities in Drafting as possible. Example: tracer, engineer, architect, etc. Write the list on the chalkboard. Ask students which of these jobs are commonly done by women; which can be easily done by either a woman or a man or by both.

2. Invite two employees (one male and one female) from a drafting firm in your community to discuss their drafting skills with the class. Determine if these skills are different for either sex or if they are basically the same. Discuss any special problems or special advantages a male or a female might have in doing certain jobs.

3. Discuss the importance of the following attributes for a Drafting job and establish any bias or stereotyping projected by the students.
   a. self-confidence
   b. energy
   c. poise
   d. self-discipline
   e. imagination
   f. ability to communicate ...etc.

   Question examples:
   Why would a drafter need to possess this trait?
   What kind of person is more likely to have _____?

4. Questions the teacher might ask: (These two questions repeat the same idea. If the point is easily established that either a man or a woman is equally capable of Drafting design, do not belabor the point. If, however, some students feel a woman is incapable of designing a school building, go on to the second question briefly.)
   a. Do you think a woman architect would design a school building as well as a man could? Why or why not?
   b. Would you feel safe driving a new automobile which has an engine designed by a woman mechanical engineer? How would you know if a man or a woman designed it?

---

*The terms drafter and draftsperson are used interchangeably.

F. Chierico
J. Chierico

Rochester City Schools
Greece Central School Dist.

The Safety Inspector

PURPOSE:

Students will:
1. Identify safety precautions that should be taken in their class.
2. Practice the identification of safety hazards.
3. Construct a SAFETY CHECK POSTER for their class.

PREPARATION:

Poster paper and other materials for making a large SAFETY CHECK POSTER.

PROCEDURE:

1. With students list on chalkboard or overhead all the safety precautions that should be taken in their classroom. Also list safety hazards which should be avoided.

2. Have students construct a large scale poster similar to the one on page following and based on the lists made with students. Be sure to avoid sex-biased language and sex stereotyping. (See KEY WORDS, p. 11.) Encourage the use of drafting symbols, proper dimensions, etc.

3. Let each student choose or be assigned a personal symbol, letter or number.

4. For one month (or any reasonable time) have students look for examples of these safety precautions not taken or safety hazards existing in the classroom. Any student finding one of these may put his or her symbol on the chart in the appropriate block. The student with the most symbols on the poster at the end of the time period might receive a prize or award.

5. Discussion questions:
   a. Were the girls or the boys better at finding safety hazards? Why do you think this was so?
   b. Is it more important for girls or for boys to observe safety precautions?

   Note: The teacher should be sure to stress after this discussion, that it is equally important for both boys and girls to observe all safety rules.

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Greece Central School Dist.

SAFETY CHECK POSTER

EXAMPLE:

Teachers should develop items appropriate to their vocational lab.

NEVER WEAR JEWELRY WHEN OPERATING MACHINERY	HAVE FIRE EXTINGUISHING EQUIPMENT NEAR BY, EASILY USED AND REGULARLY CHECKED
PROTECT HANDS AND CLOTHING WHEN USING CHEMICALS	DISPLAY PROPER FIRE PROCEDURES
WEAR EYE SAFETY GLASSES WHEN OPERATING MACHINERY OR USING CHEMICALS	REPLACE COVERS AFTER TAKING ANY SUBSTANCE FROM A CONTAINER
SHUT OFF MACHINERY WHEN NOT IN USE	COVER OR TIE BACK LONG HAIR IN THE LAB
COVER BARE ELECTRICAL WIRES WITH TAPE OR TUBING	SAFELY STORE GLASS CONTAINERS TO AVOID BREAKAGE
ROLL UP LONG SLEEVES BEFORE USING MACHINERY; REMOVE TIES	UNPLUG MACHINES EASILY TURNED ON WHEN NOT IN USE

Getting Ahead on the Job

PURPOSE:

Both male and female Drafting students will examine work situations to determine what actions the worker might take or might avoid to improve the chances of getting ahead on the job.

PREPARATION:

-GETTING AHEAD ON THE JOB worksheet duplicated for distribution.

PROCEDURE:

1. Discuss with students the things a worker should or should not do if they want to get ahead on the job - that is, receive promotions and/or raises in pay. For example, should the worker:
   a. Be nice to everyone or will they be resented as an "apple polisher"?
   b. Try to do an extra good job, even if it will make co-workers look bad?
   c. Get to work earlier than other workers or start working harder and faster when the supervisor comes around?
   d. Assist co-workers who need help?
   e. Try to be friendly with the boss by inviting him/her out for social occasions?

2. After the list is compiled and the items are discussed, review the list to see if the items or answers would be any different if the worker were a non-traditional (of the sex not usually employed for that job).

3. Go over the introduction to the GETTING AHEAD ON THE JOB worksheet with the students. Ask students to complete the worksheet. Assure them that they are not to put their names on the worksheet and that they will not need to share their answers if they do not want to.

4. With students, discuss their answers. The students can keep their own papers or they can be collected and redistributed in such a way that no one knows whose paper they have. Be sure to tell the students that they may "pass" or decline to answer with no penalty. You might begin by asking:
   a. How many have "a" indicated as the answer to question one? "b"? etc. (Try to note whether boys predominantly choose one answer and girls more often choose another. When this occurs, ask students why this is so.)
   b. (If no one chooses a certain answer) Why did no one choose ___for their answer?
   c. What are some additional reasons that people differ in their choices?
   d. What are some actual situations where you have had to or might have to make choices such as this one in question one?

   Repeat questions a through d for each worksheet question.

Project MOVE staff

GETTING AHEAD ON THE JOB
WORKSHEET

INTRODUCTION: You have worked for a company for two years at the same job and you feel that you are doing a good job but are not getting ahead as quickly as you think you should. Examine each of the following situations carefully to decide which answer tells best what you should do. Circle your answer.

1. You have talked to others doing the same job with other companies and have found that they are earning a higher wage. What do you do?

   a. You ask for a raise.
   b. You talk to the supervisor/boss and tell them you are willing to do harder work or take on more responsibility for a better-paying job.
   c. You stop working so hard since you aren't being paid for what you're doing.

2. You enjoy the work you are doing, but are interested in eventually moving up into a supervisory position. What do you do?

   a. You ask your boss/supervisor what the promotion possibilities are.
   b. You ask the boss/supervisor what courses or training you could complete to prepare you for advancement.
   c. You tell the boss that if you aren't promoted, you will quit.

3. You have discussed the possibility of a raise and/or promotion with the boss or supervisor. You are told that, because orders are not being received, neither a raise or a promotion is possible. In fact there may be a layoff. You decide to look for another job. What is your next step?

   a. You quit immediately so you can spend all your time looking for a new job.
   b. You continue working while watching the newspaper for job openings and putting applications in to other companies.
   c. You talk to the boss/supervisor to see if you can occasionally use a vacation day to look for another job.
   d. You give two weeks' notice but call in sick often, so you can look for another job.

4. Only the men on the crew are ever asked to work overtime. The men are tired of always doing it. The women would like a chance to earn the extra money. What should be done?

   a. You discuss the problem with co-workers and select a few people to discuss it with the boss.
   b. You file a formal complaint with the union or affirmative action office.
   c. The women discuss the problem with co-workers and decide to walk off the job until the situation is changed.
   d. The women decide they will take longer coffee breaks, visit the restrooms more often and use other slow-down methods to make their point.

PROJECT MOVE 81

Where Is Drafting Done?

PURPOSE:

Using newspaper ads, students will:

1. Identify the types of companies and businesses that have jobs in Drafting.
2. Find information about the jobs available in Drafting.
3. Determine if Drafting jobs are advertised for both males and females.

PREPARATION:

Copies of the appropriate pages of the want ad sections of the Sunday New York Times and other newspapers, yellow pages of the phonebook for drafting firms, trade journals, job openings published by professional organizations, etc.

PROCEDURE:

1. Ask students to name as many companies and businesses they can think of that might want to hire people in the field of Drafting. Write the names students give on the chalkboard.

2. Distribute the print materials and have students do the following:
   a. Find names of additional companies/businesses not given for the list on the board.
   b. In job advertisements, see what kind of information is given about the jobs, i.e. qualifications, salary, etc.
   c. Determine if any job ads indicate that employers really want to hire only men or only women.

3. Discuss with the students as they review the print materials:
   a. How many different companies/businesses are advertising or might advertise for drafters? Are there any businesses that were not named for the list on the board?
   b. What kind of information is given about the Drafting jobs? Salary? Qualifications? Hours? Opportunities for advancement?
   c. Do any of the ads read as if they only want to hire men? Only want to hire women? Do you think most of the companies are mainly interested in getting the best person possible for the job rather than hiring only people of one sex? Why or why not?

Light Up

PURPOSE:

Students will:

1. Develop a list of job qualifications and personality qualifications needed for various careers in the field of electricity.
2. Identify the career opportunities available to females and males in this field.

PREPARATION:

-CAREER DECISION-MAKING PLANS worksheet (on page following) duplicated for student use.

PROCEDURE:

1. Using the worksheet included, have students fill in the details of each category.

   EXAMPLE: WORK SETTING

   A. Inside: residential wiring, commercial wiring, sales, utility representative, electrical equipment repair.
   B. Outside: utility lineperson, residential & commercial wiring.

   This could be done in several ways:

   a. The entire group can brainstorm and items can be listed on a chalkboard.
   b. The group can be divided into small groups and each assigned different categories to research.
   c. Each student could be assigned one category as an individual research project.

2. Once each category is fully described, have students check on the worksheet whether they believe men or women are qualified to fulfill each job characteristic (or both).

		MEN	WOMEN
EXAMPLE: WORK SETTING:	Inside	yes	yes
	Outside		

3. Discuss why certain job characteristics were considered suitable mostly for women, and certain other job characteristics were considered to be suitable mostly for men.

4. Discuss why men and women are both able to be good electrical workers.

5. Have students suggest how people seeking an Electrical or Electronics career might avoid being limited by any biases discovered in doing this activity.

6. Wrap-up questions the teacher might ask:

   a. Considering the serious danger of fire due to faulty electrical work, are there any reasons why you would not want a woman to install the electrical wiring in your house? Any reasons you would not want a man to do it? (Reminder: all residential electrical work must be inspected in order to qualify for insurance.)
   b. Would you rather go to Mary and Sue's Repair Shop or to John and Al's? Please explain your choice.

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PROJECT MOVE 81

Rochester City Schools
Greece Central School Dist.

CAREER DECISION-MAKING PLANS

JOB CHARACTERISTICS FOR AN ELECTRICIAN	WHAT DO YOU WANT?	
	FOR MEN?	FOR WOMEN?
Physical Requirements on the Job:		
Working Conditions:		
Work Setting:		
Location:		
Working with Precision and Detail:		
Expressing Yourself on the Job:		
Relating to People on the Job:		
Income Criteria:		
Work Schedules:		
Levels of Supervision on the Job:		
Variety of Job Duties:		
Stress Conditions on the Job:		
Handling Tools and Materials:		
Competition:		
Working with Ideas or Data:		
Working with People:		
Working with Things:		
Working with Data, People, and Things:		

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PROJECT MOVE 81

Rochester City Schools
Greece Central School Dist.

Electric Shock

PURPOSE:

Students will:
1. Assess their knowledge of safety when working with electricity.
2. Practice eliminating sex-biased language in class material.
3. Check their classroom for safety hazards.
4. (OPTIONAL) List electrical safety equipment.

PREPARATION:

SAFETY TEST FOR ELECTRICAL-ELECTRONICS (on page following)

PROCEDURE:

1. Have students individually do the SAFETY TEST FOR ELECTRICAL-ELECTRONICS. Then have the class discuss the answers.

2. Define the term "sex-biased" (see Key Words p. 11) and have students review the Safety Test for any sex-biased language. Have students rewrite these items to be sex fair. (The items which have been purposely written to be sex biased are 2, 8, 12, 15, 18.)

3. Have students use the safety test as a checklist and survey the classroom/lab for any safety hazards.

4. (OPTIONAL) With students make a list of the special equipment needed to work safely with electricity.

5. Discuss Questions:
   a. Are there any safety procedures discussed in the checklist that only men would be able to do? Why or why not?
   b. Do you feel that girls are more afraid of electricity than boys are? If yes, why do you feel this way? In what ways is being afraid of electricity good? In what ways is it bad?

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F. DiSalvo

Rochester City Schools
Greece Central School Dist.
Liv-Steu-Wyo BOCES, May Ctr.

SAFETY TEST FOR
ELECTRICAL-ELECTRONICS

KEY WORDS
1-10

fuse

eye

capacitor

alive

away from

hot

defective

current

important

testing

KEY WORDS
11-20

clamp

protect

marked

bare

first

grounded

last

unsafe

dry

beware

DIRECTIONS: From the list of key words to the left, select the proper word or words which best complete the sentence. Each word may only be used once.

1. Consider all electrical wires _____________ until they have been checked.
2. When skinning wire (removing insulation) cut _____________ the body as if you were sharpening an eyebrow pencil.
3. Work with one hand behind you or in your pocket when _____________ an electrical circuit.
4. Vacuum tubes and resistors can get very _____________; wait for them to cool before removing them from a circuit.
5. _____________ protection is important when cutting wire, soldering, or when working with tools and machinery.
6. The choice of tools is _____________ when working in the electrical area because equipment damage and personal injury can occur if incorrect tools are used.
7. A _____________ can retain a charge once it has been removed from a circuit.
8. Workmen should make certain every circuit is _____________ protected.
9. Making wiring changes while the _____________ is on is a bad practice even though the circuit is not completed.
10. Report immediately any _____________ equipment such as worn cords or plugs.
11. _____________ electrical circuits are essential.
12. When constructing a circuit, the _____________ thing a man does is plug the leads into the power source.
13. When dismantling a circuit, the _____________ thing you do is disconnect the leads from the power source.
14. _____________ of hot soldering irons or guns, hot solder, soldering connections.
15. _____________ your hands and stockings when working with battery acids or etchants.
16. Be sure your hands are _____________ before you handle electrical circuits.
17. Make sure an electrical circuit is properly _____________.
18. An ungrounded circuit is _____________ for a workman to use.
19. Always _____________ sheet metal when drilling.
20. _____________ wires should be covered with tape or tubing to prevent short circuits.

Wiring Whiz

PURPOSE:

Students will:

1. Identify and determine ways to deal with the problems of the non-traditional electrical worker.
2. Construct a bulletin board picturing both women and men performing a variety of skills in Electrical and Electronics work.

PREPARATION:

-WIRING WHIZ cartoon (on page following) duplicated or projected with overhead or opaque projector.
-Materials for doing a bulletin board.

PROCEDURE:

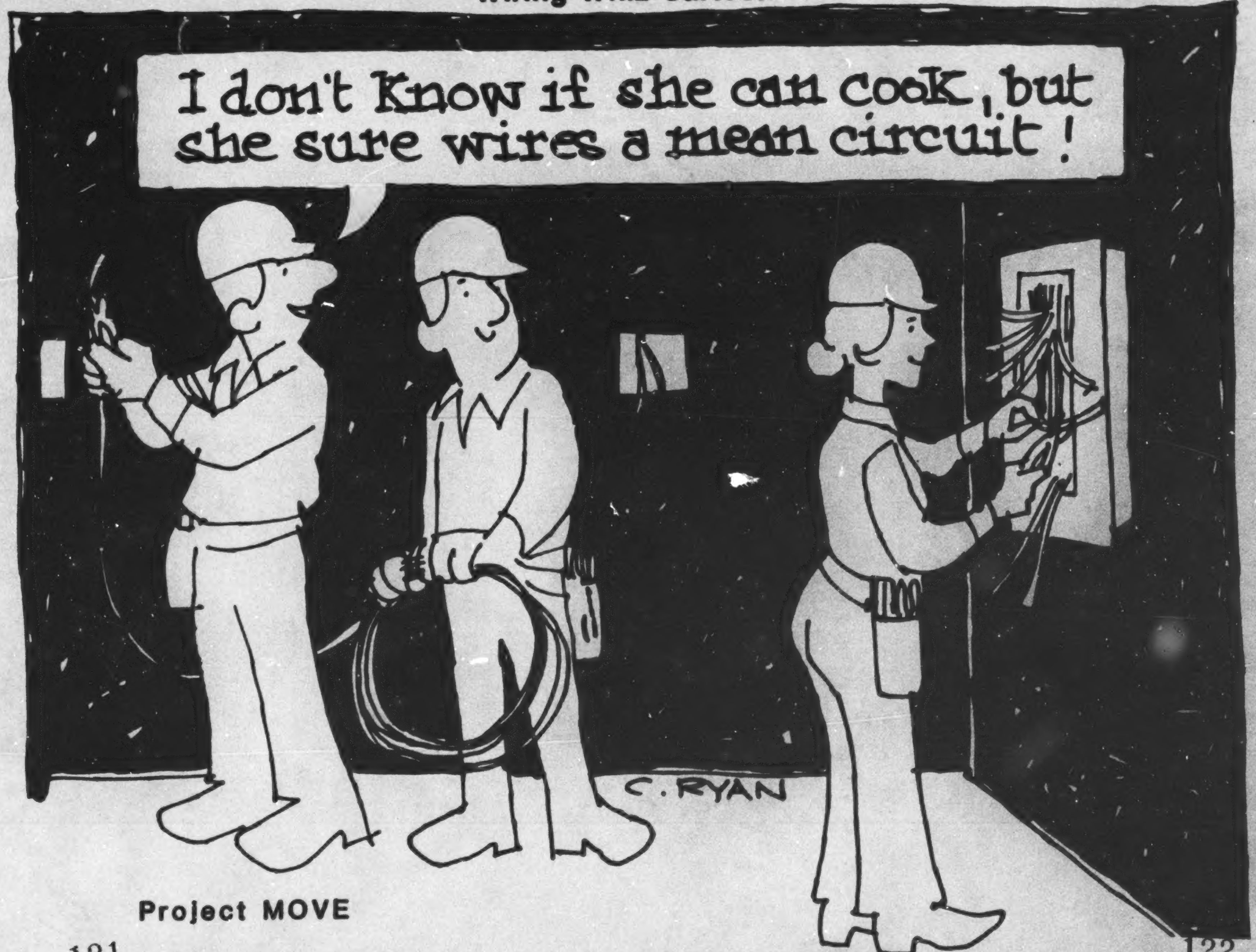
1. First discuss with class:
    a. Are there any reasons why women should not do electrical work? If so, what are they?
    b. Are there any reasons why some men should not do electrical work? What would these reasons be?
    c. Do any of these reasons reflect sex stereotyping of men or women? (See KEY WORDS, p. 11.)

2. Distribute or project WIRING WHIZ cartoon. Ask students:
    a. Is the speaker's reaction to the non-traditional electrician acceptable? Why or why not?
    b. Why would the speaker wonder about whether or not the electrician can cook?
    c. If the electrician is good at her trade, does she still need to know how to cook? Why or why not?
    d. If you were the non-traditional electrician pictured in this cartoon, how would you feel about this comment?
    e. What would be the advantages and disadvantages of having a woman on your electrical crew?
    f. How might any disadvantages be overcome?

3. Ask students if they can think of any additional captions that might be used with this cartoon. Write these new captions on the chalkboard or overhead. Discuss whether any of these reflect sex stereotyping.

4. Have students prepare a bulletin board showing both men and women performing a variety of skills in Electrical and Electronics work. Some of the cartoons with new captions might be part of the bulletin board. Display the bulleting board for Open House, Parents" Night, in home schools or at shopping malls.

Wiring Whiz Cartoon


I don't Know if she can cook, but she sure wires a mean circuit !
C. RYAN

Project MOVE

Entry into Apprenticeship

PURPOSE:

Students will:
1. Identify the opportunities for jobs and apprenticeship in electrical trades.
2. Fill out an apprenticeship application.
3. Give reasons why women enter Electrical-Electronics apprenticeships.

PREPARATION:

-Materials on apprenticeship and job openings from local Electrical unions, the New York State Employment Job Service, U.S. Bureau of Apprenticeship and Training and from Trade Journals.
-Sample apprenticeship applications.
-APPRENTICEABLE TRADES IN NEW YORK STATE, handout (p. 30) duplicated for distribution.

PROCEDURE:

1. Have students examine the materials on apprenticeship. With class, discuss these questions and list answers on the chalkboard.
    a. What jobs are available in the Electrical-Electronics field? (residential wiring, commercial wiring, motor repair and control, etc.)
    b. Which of these jobs are apprenticeable?
    c. What are the pay scales for the various Electrical and Electronics jobs?
    d. What qualifications are needed? Are these qualifications limited to males?
    e. What is a journeyman or journeyperson?
    f. What is the purpose of an apprenticeship? What are the advantages of the apprenticeship system?
    g. How do you go about obtaining an apprenticeship? What information do you need? What person would you go to see?

2. Have students complete an apprenticeship application, (See also THE MECHANICS OF THE JOB APPLICATION, p. 95), then discuss these questions:
    a. What kinds of information is requested on the apprenticeship application?
    b. What special skills or personal qualifications might increase your chances of getting a job?
    c. Do applications in any way limit the jobs only to men?

3. Additional discussion questions:
    a. Did you find material encouraging non-traditionals to apply for apprenticeships?
    b. Why should people, especially women, who have traditionally not entered into apprenticeships and skilled occupations, be encouraged to do so?

Do You Have What It Takes ?

PURPOSE:

Students will:
1. Identify the interests, abilities, skills, education and training needed to pursue a job in the area of Metalworking.
2. Determine that these skills can be achieved by both girls and boys.

*3. (OPTIONAL) Construct posters showing non-traditionals in Metalworking.

PREPARATION:

-Career information materials on machine shop, Metalworking, etc.
-DO YOU HAVE WHAT IT TAKES? handout (on page following) duplicated for class.
*(OPTIONAL) Materials for making posters.

PROCEDURE:

1. Discuss the education and training needed in Metalworking. If possible, visit a machine shop. Have students record how many jobs are available in the Metalworking industry, and determine if any of these could be done by women.

2. Have students complete the DO YOU HAVE WHAT IT TAKES? handout. Discuss the interests, abilities, skills, education and training a metalworker should have.

3. Discussion Questions:
   a. Why have only men been traditionally pictured in this job?
   b. What reasons might prevent a woman from becoming a metalworker? A man? Are the reasons the same for both men and women?
   c. Why should a man consider a career in this area? A woman? Are the reasons the same for both men and women?
   d. How could more women be encouraged to become metalworkers? Why would this be a good thing for our economy and our society?

*4. (OPTIONAL) Have students make a collage poster of women working in all types of non-traditional roles relating to metals. Use for open house, parents' nights, with elementary and junior high students.

DO YOU HAVE WHAT IT TAKES?

Job Title: METALWORKER

Choose the INTERESTS a Metalworker is likely to have and write your choices on the lines under INTERESTS:

- Tinkering with machines
- Watching machines in operation
- Math
- Drawing pictures
- Tools
- Fixing Bicycles
- Reading

Add any INTERESTS you can think of.

____

INTERESTS

____

____

____

____

____

____

ABILITIES and SKILLS

____

____

____

____

____

____

Choose the ABILITIES/SKILLS a Metalworker should have and write your choices on the lines under ABILITIES/SKILLS:

- Physical stamina
- Mechanical aptitude
- Some experience working with machinery
- Can serve as a tour guide

Add any other ABILITIES/SKILLS you think Metalworkers should have.

____

EDUCATION and TRAINING

____

____

____

____

____

____

Choose the EDUCATION and/or TRAINING A Metalworker should have and write your choices on the lines under EDUCATION and TRAINING:

- A course in:
  - Biology
  - Drafting
  - Machine shop
  - Algebra
  - Blueprint reading
- Training in operating machine tools

ADAPTED FROM:

CAREER EDUCATION CURRICULUM, 1980
ROCHESTER CITY SCHOOL DISTRICT

Carry a Torch for Safety

METALWORKING QUIZ

KEY WORDS
1-10

vise

coil

safety goggles

point

cylinder valve

match

pliers or tongs

weld beads

downward

pressure

gloves

DIRECTIONS: From the list of terms to the left, select the proper word or words which best complete the sentence. Each word may only be used once.

1. A metal worker always sets his acetylene working ____________ to match torch tip size and metal thickness.
2. Always stand to one side of the cylinder when opening the ____________.
3. Always wear ____________ when you light a torch and when you weld.
4. A lady never lights a torch with a ____________ because she might burn herself.
5. Always light the torch with its tip pointing ____________.
6. Never clean the ____________ without wearing your safety goggles.
7. When cleaning or filing a small piece of metal, secure it in a ____________.
8. When moving a piece of hot metal always use ____________.
9. Always ____________ a lighted torch away from hoses, regulators and the other men.
10. Always ____________ the hoses after welding to prevent tripping and falling.

First Day on the Job

PURPOSE:

Both male and female Metalworking students will:

1. Determine what is important for starting out right when beginning a new job.
2. List some do's and don't's for the first day on the job.

PREPARATION:

-FIRST DAY ON THE JOB worksheet, duplicated or put on chalkboard.

PROCEDURE:

1. Record on the chalkboard while students list things to do to get off to a good start on the first day of a job as a metalworker. Items might include:
    a. Attitude (friendly? confident?)
    b. Appearance (Should you wear good clothes?)
    c. Tools or equipment to bring with you
    d. Time to arrive (how early?)
    e. Questions to ask (location of lunch room, rest rooms, etc.)

2. Record while students make a second list of actions that should be avoided.

3. Ask students to consider whether there are any special preparations that non-traditionals need to make for their first day on the job.

4. Go over the introduction to the FIRST DAY ON THE JOB worksheet with students. Have them complete the worksheet. Assure them that they will not need to put their names on the worksheet and that they will not have to share their answers if they do not want to.

5. With students discuss their answers. The students can keep their own papers or they can be collected and residtributed in such a way that no one knows whose paper they have. Be sure to tell students that they may "Pass" or decline to answer with no penalty. You might begin by asking:
    a. How many indicated "a" for their first (circled) answer to question 1? "b"? "c"? etc.
    b. (If no one chose a certain answer) Why did no one choose ___ for their first answer?
    c. What are some reasons that people differ in their answers?
    d. Did anyone answer this question differently as the opposite sex? If so, why?
    e. What are some actual situations where you have had to or might have to make choices such as these in question 1?

   Repeat questions a through e for each worksheet question.

FIRST DAY ON THE JOB
WORKSHEET

Introduction: You have been hired by a local industry and are about to start your first day on the job as a Metalworker. Examine each of the following situations carefully to decide which answer tells best what you should do in that situation. Circle your answer.

1. You are asked to gather some materials, but you are not sure that you fully understand how you are to do this. What do you do?

    a. You ask a co-worker what to do.
    b. You find the foreman or boss and ask them to explain.
    c. You try your best to do what you think is expected.
    d. You wait until the foreman or boss comes to check on you.

2. You feel that one of your new co-workers does not like you. What do you do about it?

    a. You ignore this person.
    b. When this person does something to you, you do something right back.
    c. You try to show that person that you are friendly.
    d. You go to the foreman or boss and ask what you should do about it.

3. You realize that you have not been supplied with a hard hat and safety goggles. What do you do?

    a. You complete your work without the safety equipment.
    b. You ask a co-worker about getting the equipment.
    c. You ask the foreman or boss for the equipment.
    d. You bring in your own safety gear the next day.

4. From talking with your new co-workers, you find out that the job is not going to be what you expected it to be. What do you do?

    a. You quit.
    b. You wait a while to see if the job changes to what you expected.
    c. You talk to the foreman or boss about it.
    d. You complain to co-workers that you were given a raw deal.

Further Instructions:

FOR MALES: Now go back over each of the four problems and ask yourself if you would change your answer if you were a non-traditional employee (of the sex not usually employed as a worker in this field). Put an "x" in front of any different answer you would choose.

FOR FEMALES: Now go back over each of the four problems and ask yourself if you would change your answer if you were a traditional or male employee on this job. Put an "x" in front of any different answer you would choose.

Getting into a Union

PURPOSE:

Students will:
1. Investigate the union in their vocational area and determine what the opportunities are locally for employment for men and for women.
2. Report information on the union to class members.

PROCEDURE:

1. Record on chalkboard or overhead while students list questions they would like to have answered about the union in their career field. Some questions that should be on this list are:
   a. Can both men and women join this union?
   b. How many members in the local union are women? How many are men?
   c. Are men or women officers of the local union? Who are the state union officers? National?
   d. How does a person join the union?
   e. What is the cost of union membership?
   f. Are there any apprenticeship opportunities with this union?
   g. Do any union policies encourage non-traditionals (the sex who does not usually do this job) to join the union?
   h. Which local companies that hire people in their career field are union? Which are non-union?
   i. Must you join the union in order to get a job locally in this career field?
2. Assign the questions on the list to individuals who will find out the answers (or the class can be divided into committees for this purpose).
3. Have students report their findings orally in class or do a bulletin board of their answers or submit written reports to be combined as a flyer or newsletter.

Project MOVE staff

You the Leader

PURPOSE:

Students will:
1. Identify the characteristics of a good leader.
2. Examine ways in which both men and women can achieve leadership roles.

*3. (OPTIONAL) Construct "Business Leadership" posters or a "Career Ladder for Business."

PREPARATION:

Have students bring in articles from newspaper or magazines about both male and female business leaders, including those in non-traditional roles.

PROCEDURE:

1. Record on the chalkboard or overhead while students brainstorm to answer the question, "What makes a good business leader?" Possibilities include:
   a. Positive attitude.
   b. Self confidence.
   c. Knowledge of one's own abilities.
   d. Good appearance.
   e. Ability to work under pressure.
   f. Ability to accept responsibility.
   g. Ability to act like a leader.

2. Divide the class into small groups and assign each group two or three items on the list. The groups will discuss why that item is important for good business leadership.

3. After the groups have discussed for 10-15 minutes, stop the discussion. Have each group then decide who in the group emerged as the leader and why. Discussion Questions: What leadership qualities did that person display? Was the leader a female or a male? Did the person's sex have anything to do with their leadership ability?

4. Discuss and list ways to work up a career ladder in business. Examples:
   a. Start at the bottom (bag person in supermarket).
   b. Start partway up the ladder through "pull" from relatives or friends.

5. Discuss and list the ways that women are becoming leaders in business. Examples:
   a. Degree from business school/college.
   b. Company training program.
   c. Regular promotion.
   d. Affirmative action.

*6. (OPTIONAL) Have students construct:
   a. Posters on "Business Leadership."
   b. A "Career Ladder for Business." (Refer to A CAREER LADDER APPROACH TO PROFESSIONAL NURSING, p.74 for model.)

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* WORKSHEET OF SAME TITLE ON PAGE FOLLOWING ACTIVITY.

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SOME RESOURCES FOR SEX EQUITY IN THE CLASSROOM

AUDIO-VISUALS

EXPANDING ROLES IN A CHANGING WORLD (filmstrip/cassette). Eight minutes. Includes audiotape with audible and non-audible advance. Demonstrates how sex-role stereotyping limits people in respect to changing family and work force roles. Available from: Project MOVE* through loan or purchase ($5.00) and other sources**.

LOOK WHO'S WORKING HERE. (filmstrip/cassette). Designed to encourage non-traditional enrollment in occupational education programs traditionally dominated by one sex. Suitable for showing to groups ranging from beginning high school students to adults. Available from: Samuel Brobrow, Director, Occupational Education Center, 165 North Columbus Avenue, Mt. Vernon, NY 10553. Purchase ($20.00) or borrow from any Regional BOCES Center.

PUBLIC SERVICE ANNOUNCEMENTS. Fourteen sex equity spot announcements of varying type and length developed for TV and radio. The PSA's identify sex role stereotyping and how it limits career opportunities. Excellent for classroom use too. Available on loan from: Project VOICE, Regional Planning Center, Albany-Schenectady-Schoharie BOCES, 1015 Watervliet-Shaker Road, Albany, NY 12205.

NEWSLETTERS

PROJECT MOVE BULLETIN. Provides recent news on sex-fair legislation, lists new resources, and report; various activities and strategies being implemented throughtout New York State for the elimination of sex stereotyping and bias. Available FREE from Project MOVE*.

VOICE (Vocational Options in Creating Equality) NEWSLETTER. Provides information to vocational and other educators regarding sex equity legislation and New York State programs and activities to eliminate sex stereotyping, sex bias and sex discrimination in occupational education. Available FREE from: Project VOICE, Regional Planning Center, Albany-Schenectady-Schoharie BOCES, 1015 Watervliet-Shaker Road, Albany, NY 12205.

PRINT MATERIALS

AN EQUAL CHANCE: A PARENT'S INTRODUCTION TO SEX FAIRNESS IN VOCATIONAL EDUCATION. 23 PP. Outlines some steps that parents can take to overcome sex stereotyping and increase their children's opportunities, both in and out of school. Available from: Indiana State Advisory Council on Vocational Education, 524 Illinois Building, 17 West Market St., Indianapolis, IN 46204 (317/232-1980). (Single copies FREE; multiple copies, 18¢).

AS BOYS BECOME MEN: LEARNING NEW MALE ROLES. 72 pp. A junior/senior curriculum exploring the male stereotype and its effects. Available from: Institute for Equality in Education, University of Colorado at Denver, 1050 Ninth Street, Denver, CO 80202. ($2.50)

CAVES TO CONDOS: A NON-SEXIST CURRICULUM GUIDE FOR PRACTICAL ARTS, GRADES 7 & 8. Provides units on food, shelter, clothing, and life in society. Includes teaching goals and activities directed at reducing sex role stereotyping. Available FREE from: B. E. Ross, Institute for Equality in Education, Univeristy of Colorado, 1050 Ninth Street, Denver, CO 80202.

EXPANDING ADOLESCENT ROLE EXPECTATION: Information Activities, Resources for Vocational Educators. A comprehensive sourcebook with background information, bibliographies and activities on sex stereotyping and bias, changing labor force and family, legislation, educators and adolescents, textbooks,

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Project MOVE, SUNY College of Technology, 811 Court Street, Utica, NY 13502, [315] 792-3535.

***Available for loan in EXPANDING ROLES Youth Activity Kit at any regional BOCES media center or any County Cooperative Extension Office.*

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Teaching Activity Handbook Evaluation Form

Your assistance in completing and returning this evaluation form is requested and will be greatly appreciated. Your suggestions and comments will be used for revising and updating future editions.

Please return this Evaluation Form to: Project MOVE, SUNY College of Technology, 811 Court Street, Utica, New York 13502.

Name ____________________

School & Address ____________________

Subject Matter Teaching Area ____________________

1. What activities did you use? (page numbers) ____________________

2. The activities:

	Page Number	Yes	Somewhat	No
-were relevant to my subject area	____	____	____	____
	____	____	____	____
	____	____	____	____
-were easy to use and adaptable to my subject area	____	____	____	____
	____	____	____	____
	____	____	____	____
-accomplished their purpose	____	____	____	____
	____	____	____	____
	____	____	____	____
-provided new/needed information	____	____	____	____
	____	____	____	____
	____	____	____	____
-were interesting to students	____	____	____	____
	____	____	____	____
	____	____	____	____
-motivated students to learn	____	____	____	____
	____	____	____	____
	____	____	____	____

3. Are there any activities you especially liked? (page numbers) ____________________

   Why? ____________________

4. Are there any activities you did not like? (page numbers) ____________________

   Why? ____________________

5. Are all KEY WORDS adequately defined? ____ Yes ____ No

   Comments: ____________________

6. Did you use the FACT SHEETS? ____ Yes ____ No

   Comments: ____________________

7. I would like to see more activities for (subject/theme area) ____________________

   ____

8. Other suggestions and comments: ____________________

   ____

Acknowledgement of Teacher Assistance

. . . A Special Thanks

These educators, in schools all over New York State, gave of their time and talents to critique and try the activities with classes. Their feedback was essential to providing activities which are workable and especially applicable to the vocational classroom.

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